DOCUMENT RESUME

ED 418 758 JC 980 228

| | |
|---|---|
| TITLE | Academic Senate for California Community Colleges: 30th Spring Session Resolutions (San Francisco, CA, April 23-25, 1998). |
| INSTITUTION | Academic Senate for California Community Colleges, Sacramento. |
| PUB DATE | 1998-00-00 |
| NOTE | 98p. |
| PUB TYPE | Legal/Legislative/Regulatory Materials (090) -- Reports - Descriptive (141) |
| EDRS PRICE | MF01/PC04 Plus Postage. |
| DESCRIPTORS | Articulation (Education); College Curriculum; College Governing Councils; *Community Colleges; Diversity (Institutional); Educational Finance; *Educational Policy; Faculty Development; Grading; *Policy Formation; Statewide Planning; Two Year Colleges; Vocational Education |
| IDENTIFIERS | *Academic Senate for California Community Colleges |

ABSTRACT

Documenting the 1998 spring session, this report provides resolutions considered by the Academic Senate for the California Community Colleges. The resolutions that passed are divided into the following sections: (1) academic senate; (2) accreditation; (3) affirmative action/cultural diversity; (4) articulation and transfer; (5) budget and finance; (6) state and legislative issues; (7) consultation with the Chancellor's office; (8) counseling; (9) curriculum; (10) disciplines list; (11) technology; (12) faculty development; (13) general concerns; (14) grading; (15) intersegmental issues; (16) library and learning resources; (17) local senates; (18) matriculation; (19) professional standards; and (20) students. The remaining sections of the report include resolutions that were referred, failed, moot, withdrawn, and tabled. The report also provides a list of acronyms and delegates. Appendices include documents concerning faculty nominations and training, opposition to the "English for Children Initiative," the Equal Educational Opportunity Initiative, and the California Community College Pledge. (YKH)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED 418 758

# 30th SPRING SESSION RESOLUTIONS

## San Francisco Airport Westin Hotel
## April 23 - 25, 1998

THE ACADEMIC SENATE
For California Community Colleges

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
R. M. Silverman
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

*Academic Senate*
*for*
*California Community Colleges*

IC980228



BEST COPY AVAILABLE

ACADEMIC SENATE
RESOLUTION PROCESS OVERVIEW

In order to assure that deliberations are organized, effective, and meaningful, the Academic Senate uses the following resolution procedure:

A. Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the Pre-Session Area Meetings for review.
B. Amendments and new pre-session resolutions are generated in the Area Meetings.
C. The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
D. Members of the Senate meet during the session in topic breakouts and give thoughtful consideration to the need for new resolutions and/or amendments.
E. After all Session presentations are finished each day, members meet during the resolution breakouts to discuss the need for new resolutions and/or amendments. These resolution writing sessions are organized by topic to facilitate discussion. Each resolution or amendment must be submitted to the Resolutions Chair before the posted deadlines each day. There are also Area meetings at the Session for discussing, writing, and amending resolutions.
F. New resolutions submitted on the second day of session are held to the next session unless the resolution is declared urgent by the Executive Committee.
G. The Resolutions Committee meets again to review all resolutions and amendments and to combine, re-word, append, or render moot the resolutions as necessary.
H. The resolutions are discussed and voted upon in the general sessions on the last day of the Plenary Session.

**RESOLUTIONS COMMITTEE**
Edith Conn, Chair
Marilyn Fry, Coastline College
Ann Holliday, Coastline College
Evelyn Weiss, Golden West College
Julie Adams, Academic Senate

**EXPLANATION OF TERMS**
MSC Moved, Seconded, Carried
MSF Moved, Seconded, Failed
MSU Moved, Seconded, Unanimous
MSR Moved, Seconded, Referred

Please Note:
1. Supporting documents relating to the resolutions are available from the Academic Senate Office or via the Academic Senate Website.
2. Complete resolution procedures are available from the Senate Office.

*Published by:*

*The Academic Senate for California Community Colleges*
*For further information contact the Academic Senate Office.*

**ACADEMIC SENATE**
**FOR**
**CALIFORNIA COMMUNITY COLLEGES**

**1997-98 EXECUTIVE COMMITTEE**

**OFFICERS**

President: Bill Scroggins, Chabot College
Vice President: Lee Haggerty, Saddleback College
Secretary: Linda Collins, Los Medanos College
Treasurer: Lin Marelick, Mission College
Past-President: Janis Perry, Santa Ana College

**REPRESENTATIVES**

Winston Butler, Los Angeles Community College District
Edith Conn, Ventura College
Barbara Davis-Lyman, Sacramento City College
Ric Matthews, San Diego Miramar College
Len Price, Los Medanos College
Richard Rose, Santa Rosa Junior College
Beverly Shue, Los Angeles Harbor College
Nancy Silva, American River College
Mark Snowhite, Crafton Hills College
Ian Walton, Mission College

**STATEWIDE OFFICE**

The Academic Senate for California Community Colleges
910 K Street, Suite 300
Sacramento, CA 95814
(916) 445-4753
Fax (916) 323-9867
Email: asccc@ix.netcom.com
Website: www.academicsenate.cc.ca.us

**STAFF**

Executive Assistant: Julie Adams
Office Assistant: Shelly Abe

1998 SPRING SESSION RESOLUTIONS

**TABLE OF CONTENTS**


**1. Academic Senate ..... 1**

1. 02 S98 Change in Rules ..... 1
1. 03 S98 Election by Acclamation ..... 2
1. 04 S98 Substitute "Delegate" for "Senator" ..... 2
1. 07 S98 Duties of Executive Committee ..... 4
1. 08 S98 Technology and Senate Committees ..... 5

**2. Accreditation ..... 6**

2. 01 S98 Accreditation Teams and Trainers ..... 6
2. 02 S98 Handbook for Self-Study Report Writers ..... 7
2. 03 S98 Accreditation Standards ..... 8
2. 04 S98 Nominating Accrediting Visiting Team Faculty Members ..... 9
2. 05 S98 Western Governors University ..... 10
2. 07 S98 California Articulation Number (CAN) System Support ..... 11

**3. Affirmative Action/Cultural Diversity ..... 12**

3. 01 S98 Opposition to "English for the Children Initiative" ..... 12
3. 02 S98 Bigotry at Board Meetings ..... 13
3. 03 S98 Diversity Award ..... 14
3. 04 S98 Enforcement of Affirmative Action ..... 15
3. 05 S98 Equal Educational Opportunity Initiative ..... 16
3. 06 S98 Ethnic Studies Requirement ..... 17
3. 07 S98 Conference Attendance ..... 18
3. 08 S98 California Community College Pledge ..... 19

**4. Articulation and Transfer ..... 20**

4. 01 S98 Articulation and Transfer ..... 20
4. 02 S98 Expansion of California Articulation Number (CAN) System to Include Fully Articulated Programs ..... 21
4. 03 S98 Transfer Admission Guarantee Agreements ..... 22

**5. Budget and Finance ..... 23**

5. 01. S98 Budget Funding ..... 23

**6. State and Legislative Issues ..... 24**

6. 01 S98 Use of Public Funds for Private Contracts ..... 24
6. 03 S98 Overcrowded Facilities ..... 25
6. 04 S98 Statewide Governance ..... 25
6. 05 S98 Alternative Governance Structures for California Community Colleges ..... 26

**7. Consultation with the Chancellor's Office ..... 27**

7. 01 S98 Grant Reading Reform ..... 27
7. 02. S98 Evaluation of the Chancellor ..... 27
7. 03 S98 Instructional Materials ..... 28
7. 04 S98 Grant Reading ..... 29
7. 05 S98 Performance Based Funding ..... 30

**8. Counseling** ..... **31**
8. 01 S98 Use of Paraprofessionals to Perform Counseling Activities ..... 31
8. 02 S98 Transfer Centers ..... 32
8. 04 S98 CSU Advisory Council ..... 33
8. 05 S98 Inclusion of all Counseling Faculty in General Counseling Activities ..... 34

**9. Curriculum** ..... **35**
9. 01 S98 Program Discontinuance ..... 35
9. 02 S98 Writing Course Outlines of Record ..... 35
9. 03 S98 Course Approval Processes ..... 35
9. 04 S98 Comprehensive Curriculum Technical Assistance Service ..... 36
9. 05 S98 Prerequisite Enforcement ..... 37
9. 06 S98 Updating Curriculum Papers ..... 37
9. 07 S98 Curriculum Leadership Institute ..... 38
9. 08 S98 California State University (CSU), California Community Colleges and Basic Skills ..... 38

**10. Disciplines List**

**11. Technology** ..... **39**
11. 01 S98 Internet-based Instruction ..... 39
11. 02 S98 Senate Website ..... 39
11. 03 S98 Curriculum Committee Web Page at Every College ..... 40
11. 06. S98 Evaluation and Articulation of TMI ..... 40
11. 07 S98 DETAC ..... 41

**12. Faculty Development** ..... **42**
12. 01 S98 Accountability Reports ..... 42
12. 02 S98 Academic Senate Campus Presentation Program ..... 43

**13. General Concerns**

**14. Grading**

**15. Intersegmental Issues**

**16. Library and Learning Resources** ..... **44**
16. 01 S98 Information Competency Paper ..... 44
16. 02 S98 Definition of Information Competency ..... 45

**17. Local Senates** ..... **46**
17. 01 S98 Student Preparation and Success ..... 46
17. 02 S98 Enrollment Management ..... 47
17. 04 S98 LACCD Academic Senate ..... 48
17. 05 S98 Educate Local Boards ..... 49

**18. Matriculation**

**19. Professional Standards** ..... **50**
19. 01 S98 Academic Freedom and Tenure ..... 50
19. 02 S98 75/25: Progress without Legislation ..... 51
19. 03 S98 Use of Paraprofessionals ..... 52

**20. Students** ..... **52**
20. 01 S98 Honors Programs ..... 52
20. 02 S98 Athletic Eligibility ..... 53

**REFERRED RESOLUTIONS** ..... **SECTION 2**
6. 02 R. S98 Increased Funding for Noncredit Courses ..... 54
6. 06. R. S98 Process for Revision of Education Code ..... 54
8. 03. R. S98 Learning Centers ..... 55
13. 01 R. S98 Public Information Committee ..... 56
17. 03 R. S98 Shared Governance Reports ..... 57
20.01 R. S98 Honors Programs ..... 57

**FAILED RESOLUTIONS** ..... **SECTION 3**
1. 01 S98 Change in Voting Procedures ..... 58
1. 05 S98 Eliminate Trickle-down ..... 58
10. 01 S98 Minimum Qualifications: New Category ..... 59
22. 01 S98 CalWORKs Funding Limited to 35% Roll Over ..... 59

**MOOT RESOLUTIONS** ..... **SECTION 4**
7. 06. S98 Performance Based Funding ..... 60
7. 07 S98 Performance Based Funding ..... 60
12. 03 S98 Workshops To Go ..... 62

**WITHDRAWN RESOLUTIONS** ..... **SECTION 5**
2. 06 S98 Faculty Teams on Category Funded Site Visits ..... 63
11. 04 S98 Appropriate Technology ..... 63

**TABLED RESOLUTIONS** ..... **SECTION 6**
11. 05 S98 Standards for Instruction ..... 64

**ACRONYMS** ..... **SECTION 7**

**LIST OF DELEGATES** ..... **SECTION 8**

**APPENDICES** ..... **SECTION 9**

# 1998 SPRING SESSION RESOLUTIONS

**1. Academic Senate**

1.02 S98 Change in Rules
Edith Conn, Ventura College, Executive Committee

Whereas Rule 5 E of the Rules of the Academic Senate for California Community Colleges states in part, "The immediate past president shall prepare a brief report...";and

Whereas these "brief reports" required by Rule 5 E have been rendered unnecessary by the establishment of the Senate Website and Internet access where complete Executive Committee reports, minutes, and other material are available instantly,

Therefore be it resolved that the Academic Senate for California Community Colleges delete that portion of Rule 5 E that states in part, "The immediate past president shall prepare a brief report...."

MSC Disposition: Executive Committee

1.03 S98 Election by Acclamation
Nancy Silva, American River College, Executive Committee

Whereas *Robert's Rules of Order* allows for election by acclamation, and

Whereas the Academic Senate for California Community Colleges has used the acclamation method in past elections for its Executive Committee when a candidate is running unopposed, and

Whereas the ability to elect by acclamation does not appear in the written Senate Rules for Election,

Therefore be it resolved that an item "N" be added to Section 4 of the Senate Rules for Election stating that officers and representatives may be elected to the Executive Committee by acclamation according to *Robert's Rules of Order.*

MSU Disposition: Executive Committee

1.04 S98 **Substitute "Delegate" for "Senator"**
Nancy Silva, American River College, Executive Committee

Whereas the Academic Senate Bylaws and Rules for Election refer to "delegates" as "senators," and

Whereas changing the term "senator" to "delegate" in these documents would more appropriately reflect the proper term referred to,

Therefore be it resolved that the Academic Senate for California Community Colleges change the word "senator" to "delegate" in the Bylaws and in the Senate Rules for Elections with the exception of the following: Section 3 (Non-voting Senator Status).

MSC Disposition: Executive Committee

1.06 S98 Censure Process
Linda Collins, Los Medanos College, Area B

Whereas the American Association of University Professors has a censure process, utilized in cases where colleges or universities violate the basic principles of shared governance, fair and effective hiring, or academic freedom and tenure, and this censure process is used to communicate to faculty in the field who may be considering applying to the institution in question, and

Whereas policies in the California community colleges regarding hiring, academic freedom, and collegial consultation are locally determined but the principles of good academic practice are general and transcend both local district boundaries and particular statutes and regulations, and

Whereas the Academic Senate for the California Community Colleges is often called upon to assist local academic senates when repeated violations of such principles occur and may work with the local academic senates to pursue a sequence of available steps and levels of recourse, such as college/district based processes, informal efforts of the Academic Senate, the technical assistance process jointly agreed to by the Community College League of California (CCLC) and the Academic Senate, and/or a more formal complaint process through the office of the Chancellor for the California Community Colleges if violations of law or regulation are involved, and

Whereas ongoing violations of principles of shared governance, fair and effective hiring, or the tenets of academic freedom and tenure may still remain unresolved even after the available processes have been exhausted,

Therefore be it resolved that the Academic Senate for the California Community Colleges direct the Executive Committee to research the advisability and feasibility of establishing a process of censure of districts and colleges engaged in violations of basic principles of shared governance, fair and effective hiring, or academic freedom and tenure and bring back to a future session a recommendation on an Academic Senate censure process.

MSU Disposition: Executive Committee

1.07 S98 Duties of Executive Committee
Janis Perry, Santa Ana College, Executive Committee

Whereas the responsibilities and authority of the Academic Senate for California Community Colleges have greatly increased during the past several years, and

Whereas this increase in duties and authority requires Executive Committee members and officers of the Academic Senate to be especially diligent in carrying out their individual duties and representative responsibilities, and

Whereas the Bylaws and Rules of the Academic Senate for California Community Colleges do not clearly specify duties and responsibilities for officers and Executive Committee members that are appropriate to the increased requirements of their positions,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to review and suggest revisions to the Senate Bylaws and Rules as necessary to reflect the true roles, duties, and responsibilities of the officers and Executive Committee members, and

Be it further resolved that the Academic Senate for California Community Colleges direct the Executive Committee, in its review and revision of the Bylaws and Rules, to include, but not be limited to, a consideration of the following:

a. Skill expectations of officers and representatives,
b. Attendance requirements at Executive Committee meetings and other policy development activities,
c. Appropriate representation and knowledge of the positions taken by the Academic Senate, and
d. Participation in the processes of policy development for the Academic Senate for California Community Colleges through study and research.

MSC Disposition: Executive Committee

1.08 S98 Technology and Senate Committees
Hugh Platt, Cuesta College

Whereas technology impacts the work of all Senate Committees, for example assistive technology impacts the Affirmative Action/Cultural Diversity Committee; distance education impacts the Curriculum Committee; website counseling impacts Library and Counseling Faculty Issues Committee,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to develop a structure that ensures coordination among Senate committees and committee chairs so that information related to technology can be shared.

MSU Disposition: Executive Committee

**2. Accreditation**

2.01 S98 Accreditation Teams and Trainers
Mark Snowhite, Crafton Hills College, Executive Committee

Whereas Resolution 2.1.0 S95 asked the Executive Committee to enter into dialogue with the Accrediting Commission for Community and Junior Colleges for the purpose of developing a process by which the Academic Senate can help prepare faculty members to participate on accreditation visiting teams and develop a pool of promising faculty members for such training, and

Whereas Resolution 2.01 F94 directed the Senate to negotiate an agreement with the Accrediting Commission to accept faculty recommended by the Academic Senate who have been trained by the Academic Senate and who have been recommended by local academic senates, and

Whereas Resolution 2.01 S96 adopted the paper "Faculty Role in Accreditation" as amended and recommended the paper to local academic senates for their consideration, and

Whereas Resolution 2.01 S92 approved the recommendations in the paper entitled "Strengthening the Accreditation Process" (April 5, 1992) as amended and directed the Executive Committee to work with the Accrediting Commission to implement the recommendations to the greatest extent possible,

Therefore be it resolved that the Academic Senate for California Community Colleges adopt the procedures in the proposals "Process to Nominate Faculty Members for Accreditation Visiting Teams" and "Supplemental Training for First-time Faculty Team Members, Conducted by the Academic Senate."

(See Appendix A)

MSU Disposition: Accrediting Commission, Local Senates, Executive Committee

2.02 S98 Handbook for Self-Study Report Writers
Mark Snowhite, Crafton Hills College, Area D

Whereas self-study reports are often written by faculty, and

Whereas a significant amount of time and expertise is required to develop an effective self-study report, and

Whereas no guidelines currently exists for those engaged in this important task,

Therefore be it resolved that the Academic Senate for California Community Colleges urge districts to provide adequate reassigned time and other necessary support to faculty assigned to developing and editing self-study reports, and

Be it further resolved that the Academic Senate for California Community Colleges, with approval of the Accrediting Commission for Community and Junior Colleges, develop a document that will provide guidance to developers and editors of self-study reports.

MSU Disposition: Accrediting Commission, CEOs, Local Boards of Trustees, Local Senates

2.03 S98 Accreditation Standards
Tony Zambelli, Cuyamaca College, Area D

Whereas one of the Accrediting Commission's Eligibility Requirements (ERS) for institutions seeking accredited status states that "The institution has a substantial core of qualified faculty with full-time responsibility to the institution and [this core be] sufficient in size and experience to support all of the institution's educational programs," and

Whereas the Accrediting Commission's Standards of Good Practice, as well as Title 5 Regulations, recognize that full-time faculty play "the central role...in developing, implementing and evaluating the [institution's] educational programs" (Standard 4, D1 of the current Accreditation Standards), and

Whereas the Western Governors University has not expressed any intention to maintain a core of full-time faculty,

Therefore be it resolved that the Academic Senate for California Community Colleges urge the Accrediting Commission for Community and Junior Colleges to maintain the current accreditation standards, including its requirement that all institutions must have a core of qualified full-time faculty in order to be considered for accredited status or, for institutions already accredited, to continue to maintain accredited status, and

Be it further resolved that the Academic Senate for California Community Colleges urge the Accrediting Commission to apply the above principle to institutions such as the Western Governors University, which, because they are designed to use distance education modes of delivery, seek accredited status through interregional accrediting agreements to which the Accrediting Commission is a party.

MSU Disposition: Accrediting Commission, Local Senates, Executive Committee

2.04 S98 Nominating Accrediting Visiting Team Faculty Members
Joan Stroh, Southwestern College, Area D

Whereas the list of faculty members that the Accrediting Commission for Community and Junior Colleges uses to select faculty requires updating to assure that all those on the list are currently serving as faculty, and

Whereas this list should be reviewed by local academic senates as well as by the Academic Senate for California Community Colleges,

Therefore be it resolved that the Academic Senate for California Community Colleges request that the Accrediting Commission for Community and Junior Colleges send to the Academic Senate for California Community Colleges and to each local academic senate president its list of faculty members eligible to serve on accrediting visiting teams.

MSU Disposition: Accrediting Commission, Executive Committee

2.05 S98 Western Governors University
Mark Snowhite, Crafton Hills College

Whereas the Western Governors University has applied for accreditation from an interregional accrediting association that includes the Accrediting Commission for Community and Junior Colleges, and

Whereas Western Governors University provides courses and student services from outside providers that may not themselves be subject to accreditation or may not have accredited status, and

Whereas contracted courses and services not directly subject to scrutiny by normal accrediting processes will be suspect and may very well not be acceptable for transfer to California public post-secondary institutions,

Therefore be it resolved that the Academic Senate for California Community Colleges urge the Accrediting Commission for Community and Junior Colleges to refuse to be a party to any accrediting activity for the Western Governors University or any other institution that does not maintain a permanent base of full-time faculty, student services, and processes for curriculum development and review, and

Be it further resolved that the Academic Senate for California Community Colleges seek cooperation with other segments of California higher education to form a response to the problems of the dilution or disregard of accreditation standards and the problems of accepting courses from unaccredited organizations completed at the Western Governors University, and

Be it further resolved that the Academic Senate for California Community Colleges urge the Accrediting Commission for Community and Junior Colleges to deny accreditation to any educational institution that offers courses from nonaccredited institutions for college credit or transfer, and

Be it finally resolved that the Academic Senate for California Community Colleges direct the Executive Committee to make a presentation in opposition to the problematic aspects of the Western Governors University proposal at the June meeting of the Accrediting Commission of Community and Junior Colleges.

MSU Disposition: Accrediting Commission, Executive Committee

2.07 S98 California Articulation Number (CAN) System Support
Hugh Platt, Cuesta College

Be it resolved that the Academic Senate for California Community Colleges reaffirm its position that CAN (California Articulation Number System) has the potential to be a viable educationally and fiscally prudent system of common course numbering, and

Be it further resolved that the Academic Senate for California Community Colleges urge the Board of Governors and the Chancellor's Office to provide sufficient funding for each college to implement the CAN System.

MSU Disposition: Articulation Coordinating Council, CAN Coordinating Council, CCCCA, Board of Governors, Chancellor's Office, Executive Committee

**3. Affirmative Action/Cultural Diversity**

3.01 S98 Opposition to "English for the Children Initiative"
Ulysses Pichon, DeAnza College, AA/CD Committee

Whereas many students in K-12 who are in bilingual education programs today will be in community colleges in the future and therefore the status and effectiveness of bilingual education are of concern to the Academic Senate for California Community Colleges, and

Whereas the Ron Unz-sponsored ballot proposition "English for the Children Initiative," which will be on the State June Ballot, specifies one teaching method instead of allowing professional educators to decide teaching methods to meet individual student needs, and

Whereas there is no research or other evidence showing that the proposed Unz method of teaching English has any validity,

Therefore be it resolved that the Academic Senate for California Community Colleges oppose the Ron Unz-sponsored "English for the Children Initiative" as antithetical to best teaching and learning practices, and

Be it further resolved that the Academic Senate for California Community Colleges inform local academic senates about the Unz initiative and its ramifications.

(See Appendix B)

MSC Disposition: Local Senates, Executive Committee

3.02 S98 Bigotry at Board Meetings
Edith Conn, Ventura College, Executive Committee

Whereas there has been considerable publicity in Southern California regarding meetings of the Board of Trustees of the South Orange County Community College District, where anti-Semitic, racist, and bigoted remarks have been permitted by the Board to be made in the "open forum" time, regardless of the fact that these comments have no relevance to the educational programs of the District, and

Whereas these remarks, including those that have been made that deny the Holocaust, encourage an atmosphere of intimidation, fear, anger, and hostility detrimental to an educational and academic environment for student learning, and

Whereas the South Orange County Community College District has allowed speakers expressing anti-Semitic, bigoted, and racist remarks to continue beyond the designated time for the open forum, thus differentially enforcing the time limit for speakers, and

Whereas the Academic Senate does support free speech but cannot condone bigotry, racism, and anti-Semitism, especially as there is no relevance to these remarks at a Community College Board meeting,

Therefore be it resolved that the Academic Senate for California Community Colleges condemn the racist, bigoted, anti-Semitic, Holocaust-denying remarks being made at the South Orange County Community College District Board of Trustees meetings, and

Be it further resolved that the Academic Senate for California Community Colleges call on the Community College League of California to disavow these remarks and encourage the South Orange County Community College District Board to ensure orderly and professional discourse at their meetings, and

(Continued on next page)

3.02 S98 (Continued from previous page)

Be it further resolved that the Academic Senate for California Community Colleges urge the South Orange County Community College District Board of Trustees to declare the bigoted, anti-Semitic, racist remarks being made at its meetings to be irrelevant to the educational programs of its students, and

Be it finally resolved that the Academic Senate for California Community Colleges send a delegation to a future Board meeting of the South Orange County Board to present this resolution.

MSC Disposition: South Orange County Board of Trustees, CCLC

3.03 S98 Diversity Award
Neelam Canto-Lugo, Yuba College, AA/CD Committee

Whereas, despite the passage of Proposition 209, there should be continued efforts made on the part of faculty to promote the success of our diverse student population, and

Whereas there are faculty in California Community Colleges who, in fact, work in very special and important ways to promote this success, and

Whereas the Academic Senate for California Community Colleges should act in a positive way to acknowledge the work of faculty making special contributions in the areas of student success for diverse students,

Therefore be it resolved that the Academic Senate for California Community Colleges create a diversity leadership award to be given to a faculty member from each Area, based on, but not limited to, the following criteria:

a. Demonstrated sensitivity to diverse learning styles as shown by specific examples.
b. Demonstrated help to students to encourage retention and success in classes.
c. Demonstrated help to students to reach their goals, whether they be occupational, transfer, or other.
d. Demonstrated encouragement of students in encouraging them to become part of campus life and activities.
e. Demonstrated sensitivity to create a campus climate and environment friendly to students of diverse backgrounds and interests.

MSC Disposition: Executive Committee

3.04 S98 Enforcement of Affirmative Action
Annjennette McFarlin, Grossmont College, AA/CD Committee

Whereas the Academic Senate for California Community Colleges has a long history of support for affirmative action, affirmative action officers, plans, training, and procedures, and

Whereas, despite the passage of Proposition 209, there have been advisories from the Chancellor's Office Chief Counsel advising colleges that affirmative action requirements are still in place and must be implemented,

Therefore be it resolved that the Academic Senate for California Community Colleges urge local academic senates to continue to monitor the progress of affirmative action at their colleges, including affirmative action training for hiring committees, a designated affirmative action or diversity officer, activities to improve retention of diverse candidates, and outreach efforts to ensure a diverse pool of applicants, and

Be it further resolved that the Academic Senate for California Community Colleges remind local academic senates of the following and urge their compliance with the following affirmative action practices:

a. Make every effort to assure that there is a diverse pool of applicants, monitor the pool, and take corrective measures to avoid adverse impact if the pool is not diverse, such as extending the time for applications and/or reopening the position;
b. Make sure that the college has a viable affirmative action plan and policy for the college;
c. Ensure that there are affirmative action/staff diversity monitors sitting in with each hiring committee;
d. Ensure formal, effective, recent, and updated training for each member of hiring committees;
j. Establish and maintain an effective "Staff Diversity/ Affirmative Action" Advisory Committee, as required by Title 5 Regulations;

(Continued on next page)

3.04 S98 (Continued from previous page)

k. Promote affirmative action through activities such as staff development and flex days to improve the campus climate as one of understanding and appreciation of diversity;

l. Promote faculty participation in cultural diversity activities, including willingness to serve on committees, particularly hiring committees; and

Be it further resolved that the Academic Senate for California Community Colleges urge local academic senate presidents who find resistance to affirmative action efforts at their colleges to ask for assistance from the Academic Senate and the Chancellor's Office to ensure that the Education Code and Title 5 Regulations are followed, and

Be it finally resolved that the Academic Senate for California Community Colleges investigate the possibility of using "censure" if a college or district does not follow affirmative action requirements.

MSC Disposition: Affirmative Action Officers, Local Senates, Executive Committee

3.05 S98 Equal Educational Opportunity Initiative
Dale Newman, Los Angeles Mission, Area C

Be it resolved that the Academic Senate for California Community Colleges support the Equal Educational Opportunity Initiative.

(See Appendix C)

MSU Disposition: FACCC, Local Senates, Executive Committee

3.06 S98 Ethnic Studies Requirement
June Burlingame-Smith, Los Angeles Harbor College, Area C

Whereas the Academic Senate for California Community Colleges has in the past supported an ethnic studies requirement for Associate Degree General Education, and

Whereas, because of the Proposition 209 climate, some community colleges are reconsidering the ethnic studies requirement, and

Whereas Chancellor Nussbaum has declared that "diversity is a compelling State interest" and since ethnic studies would contribute to promoting the State's interest,

Therefore be it resolved that the Academic Senate for California Community Colleges reaffirm its support of an ethnic studies General Education requirement for the Associate Degree.

MSC Disposition: Chancellor, Board of Governors

3.07 S98 Conference Attendance
Neelam Canto-Lugo, AA/CD Committee, Yuba College

Whereas the Academic Senate for California Community Colleges has, in the past, under the then AA/CD Committee chair Patricia Siever, now a member of the Board of Governors, created liaisons and bridges to organizations representing the diversity in California community college faculty, such as the Latina Leadership Network and the Asian Pacific Americans in Higher Education, and

Whereas during the last 28 years the Academic Senate for California Community Colleges has adopted over 100 resolutions supporting diversity, affirmative action, student equity, and related areas, and

Whereas one way to further these resolutions is to attend meetings of--and support the work of--organizations representing the diversity of community colleges, and

Whereas the Academic Senate for California Community Colleges does send representatives to a variety of conferences such as FACCC, CCLC, and Chancellor's Mega Conference,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to reconsider its budget and policy for conference attendance and to allocate funds beginning in 1998-99 for Academic Senate representatives to attend such diversity organization conferences as the Latina Leadership Network and the Asian Pacific Americans in Higher Education.

MSC Disposition: Executive Committee

*3.08* *S98* *California Community College Pledge*
Edith Conn, Ventura College, Executive Committee

Whereas the UC Berkeley Pledge, adopted after the passage of Proposition 209, involves the support and funding of a variety of activities to help disadvantaged students to achieve the high standards to become eligible to attend UCB, and

Whereas the development of the California Community College Pledge has been inspired by the Berkeley Pledge, and

Whereas the California Community College Pledge has been written by a representative Consultation Task Force to meet the specific needs of the California Community Colleges, and

Whereas the CCC Pledge has been endorsed by a variety of CCC organizations including FACCC, the trustees, the Senate Executive Committee, and the CIOs,

Therefore be it resolved that the Academic Senate for California Community Colleges endorse the California Community College Pledge, and

Be it further resolved that the Academic Senate for California Community Colleges endorse efforts to promote and implement the goals of the CCC Pledge, and

Be it further resolved that the Academic Senate for California Community Colleges urge local senates and local boards to adopt the pledge, and

Be it finally resolved that the Academic Senate for California Community Colleges recommend to the Chancellor's Office that it develop and implement systems to collect and review, on an annual basis, data that report progress that colleges and districts are making toward the realization of the goals of the California Community College Pledge.

(See Appendix D)

MSC Disposition: CEOs, Local Boards of Trustees, Local Senates, Board of Governors, Chancellor's Office, Executive Committee

**4. Articulation and Transfer**

4.01 S98 Articulation and Transfer
Richard Rose, Santa Rosa Junior College, Executive Committee

Whereas Resolutions 4.4 F94 and 4.5 F94 directed the Executive Committee to prepare a background paper and recommendations regarding faculty participation, evaluation, and funding of the California Articulation Number (CAN) System,

Therefore be it resolved that the Academic Senate for California Community Colleges adopt the paper "The California Articulation Number System (CAN): Toward Increased Faculty Participation" to assist local academic senates to better understand the CAN process.

MSU Disposition: CAN Coordinating Council, CCCCA, ICAS, Board of Governors, Chancellor's Office, Local Senates

4.02 S98 Expansion of California Articulation Number (CAN) System to Include Fully Articulated Programs
Janis Perry, Santa Ana College, Area D

Whereas fully articulated major preparation programs greatly promote transfer, reducing the need for students to retake courses, shortening time-to-degree, and eliminating waste of public funds, and

Whereas the California Articulation Number (CAN) System is the only statewide system of articulating major preparation courses, and

Whereas even the CAN System does not provide for articulation of complete major preparation programs,

Therefore be it resolved that the Academic Senate for California Community Colleges seek to augment the California Articulation Number (CAN) process by developing matrices in each CAN discipline (currently 35) that meet the major preparation requirements for each receiving institution, and

Be it further resolved that the Academic Senate for California Community Colleges urge the CAN Board to look at these matrices to identify courses in each discipline that need to be added to the CAN list to complete the list for full major preparation at each receiving institution, and

Be it finally resolved that the Academic Senate for California Community Colleges urge that the matrices, once developed, be published in the annual CAN Guide.

MSC Disposition: Articulation Coordinating Council, CAN Coordinating Council, CCCCA, ICAS, Chancellor's Office

4.03 S98 Transfer Admission Guarantee Agreements
Miki Mikolajczak, Saddleback College, Area D

Whereas fully articulated lower division programs greatly facilitate transfer, allowing students to know exactly what courses to take to be fully prepared, and

Whereas transfer admission guarantee agreements, like those available with University of California Davis, have proven to be an effective method for promoting transfer,

Therefore be it resolved that the Academic Senate for California Community Colleges urge the Board of Governors to seek systemwide facilitation of transfer admission guarantee agreements from community colleges to University of California campuses.

MSU Disposition: ICAS, Board of Governors, Chancellor's Office, Executive Committee

**5. Budget and Finance**

5.01. S98 Budget Funding
Karolyn Hanna, Santa Barbara City College

Whereas the Chancellor's Office has requested input on future concepts for budget funding,

Therefore be it resolved that the Academic Senate for California Community Colleges explore new mechanisms for budget funding that take into consideration programs that are equipment intensive or enrollment controlled and may require special funding consideration.

MSC Disposition: Chancellor's Office, Executive Committee

**6. State and Legislative Issues**

6.01 S98 Use of Public Funds for Private Contracts
Linda Collins, Los Medanos College, Executive Committee

Whereas the mission of the California Community Colleges now includes economic development that has led to an expansion of contract education statewide and a renewed emphasis on public/private partnerships, and the commitment to contract education is intended to contribute to the state's economic vitality but is not intended to divert funds from public education, and

Whereas gifts of public funds are not allowed and the current Education Code specifies that the costs of contract education (including administrative overhead) are to be borne by the contracting companies or public agencies and that the college district is to recover an amount equal to, but not less than, the actual costs of the programs, and

Whereas the 2005 Policy under discussion at the State level contains proposals that would allow the use of apportionment dollars to match private funding for contract education classes closed to the public, and

Whereas chronic underfunding of the California community colleges has contributed to increasingly constricted access to public higher education for California residents,

Therefore be it resolved that the Academic Senate for the California Community Colleges oppose any new funding mechanism that would divert public funds to directly subsidize the costs of private, for-profit business activities, and

Be it further resolved that the Academic Senate for California Community Colleges work with the Chancellor and the Board of Governors to protect those statutes and regulations that prohibit use of public funds for private profit.

MSU Disposition: Governor, Legislature, FACCC, Executive Committee

6.03 S98 Overcrowded Facilities
Jim Higgs, Modesto Junior College, Area A

Whereas the facilities for many of California community colleges were built in the early 1970s, and

Whereas the number of classes offered is often limited by both the deteriorating conditions and the lack of buildings at community colleges,

Therefore be it resolved that the Academic Senate for California Community Colleges urge the Governor and the Legislature to provide bond elections for the building of classrooms for California community colleges.

MSU Disposition: Governor, Legislature, Board of Governors, Executive Committee

6.04 S98 Statewide Governance
Helen Krahn, Los Angeles Pierce College

Whereas the California Legislature, through the Donohue Act, originally intended that California have three clearly defined partners of higher education, and

Whereas subsequent legislation has redefined that partnership, giving the other two segments of higher education a governance structure that recognizes them as statewide systems, and

Whereas that statewide governance system was deemed inappropriate for community colleges because they received their primary funding from local property taxes before the passage of Proposition 13, but currently the majority of funding for community colleges comes from the state, and

Whereas the time has come for community colleges to take their rightful place as full partners in the higher education mission in California and to generate the economic savings resulting from the elimination of duplicated functions,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to develop an issue paper concerning the ramifications of a changing community college governance system from the present college/district structure to a statewide governance system.

MSC Disposition: Executive Committee

6.05 S98 **Alternative Governance Structures for California Community Colleges**
**Mike Widener, Compton College, Area C**

Whereas currently the majority of all funding for higher education comes from the State, and

Whereas a statewide system for community colleges at one time seemed inappropriate when primary funding was received from local property taxes imposed by locally elected boards, and

Whereas the CSUs underwent changes in their systemwide structure from "normal schools" to state colleges to state universities, thus it is not unusual for a system to undergo far-reaching changes, and

Whereas there is some discussion about a systemwide structure for community colleges taking place in various venues,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to research alternative governance structures for California Community Colleges that might maintain some degree of local autonomy but that might eliminate many duplicated functions.

MSC Disposition: Executive Committee

**7. Consultation with the Chancellor's Office**

7.01 S98 Grant Reading Reform
Richard Weinroth, San Diego City College, Area D

Whereas the reading of a variety of grant proposals, referred to as *Requests for Application* (RFAs), involve volunteer faculty readers, and

Whereas readings have often been carried out under conditions stressful to faculty volunteers, such as unrealistic work loads, unclear application of criteria, hasty reader training, and uncomfortable work places, and

Whereas the above problems may adversely affect decisions about grant awards, and

Whereas the Chancellor's Office is committed to improving the training of volunteer faculty readers and the conduct of the grant readings as reflected in the work presently being done by the Chancellor's Office and Academic Senate representatives,

Therefore be it resolved that the Academic Senate for California Community Colleges urge the Chancellor's Office to follow through with the project of reforming the grant reading procedures, such reforms to include a process for selecting candidates for reading, training prospective readers, and improving the process of grant readings itself, and

Be it further resolved that the Academic Senate for California Community Colleges urge the Chancellor's Office to institute the reforms suggested as quickly as possible.

MSU Disposition: Chancellor's Office, Executive Committee

7.02. S98 Evaluation of the Chancellor
Patricia Pinder, Cerritos College

Whereas the Academic Senate for California Community Colleges has historically had little input into the evaluation and/or selection of the Chancellor,

Therefore be it resolved that the Academic Senate for California Community Colleges urge the Board of Governors to adopt an evaluation instrument approved by the Statewide Academic Senate to evaluate the Chancellor.

MSC Disposition: Board of Governors, Chancellor, Executive Committee

7.03 S98 Instructional Materials
June Burlingame-Smith, Los Angeles Harbor College, Area C

Whereas instructional materials block grant funding originated as a specific budgetary enhancement for library materials, and

Whereas basic funding is below Proposition 98 guidelines and categorical block grant funds are increasingly being used as a substitute for basic allocations, and

Whereas the Legislature, over the past three to four years, is adding more disparate categories within the block grant process, obscuring the original intent for the block grant fund, and

Whereas the total monies allocated to the instructional block grant fund have steadily decreased, not increased, directly proportional to the increase in categories,

Therefore be it resolved that the Academic Senate for California Community Colleges urge the Chancellor's Office and the Legislature to separate instructional and library materials block grant funding from all other block grant funds, and

Be it further resolved that the Chancellor's Office urge the Legislature to use block grant funding for instructional and library materials as a supplement to, not a replacement for, basic instructional and library materials funding.

MSU Disposition: Governor, Legislature, CCLC, COFO, Board of Governors, Chancellor's Office, Executive Committee

7. 04 S98 Grant Reading
Joan Stroh, Southwestern College

Whereas faculty integrity in reading grants is assumed by such organizations as the National Science Foundation, which mails packets of proposals to faculty readers, and

Whereas this procedure, if adopted by the Chancellor's Office, would save money, and

Whereas the current procedure for reading grants does not provide enough time to consider each grant thoughtfully,

Therefore be it resolved that the Academic Senate for California Community Colleges recommend to the Chancellor's Office that, after initial training, each grant reader for all grants be sent a packet of the grants the person is to evaluate at least ten working days before the final meeting of the group.

MSU Disposition: Chancellor's Office, Executive Committee

7.05 S98 Performance Based Funding
Lydia Harris, West Valley College

Whereas the Academic Senate for California Community Colleges has consistently advocated the importance of accountability and appropriate assessment but has adopted resolutions opposing performance based funding and the Partnership for Excellence, and

Whereas the Governor's current budget contains funding for the Partnership to be distributed on the basis of performance, setting the indicators and directing the Board of Governors to come to consensus with CPEC, Department of Finance, Legislative Analyst, and the Department of Education, and

Whereas the Chancellor has worked to put performance based funding into legislation via AB 2005 (Migden), and

Whereas much of the material in the paper has been previously published as testimony to the Board of Governors, in the Academic Senate *Rostrum*, presented at Plenary Sessions and adopted as a paper of the Executive Committee,

Therefore be it resolved that the Academic Senate for California Community Colleges adopt the paper, "Performance Based Funding: A Faculty Critique and Action Agenda," and

Be it further resolved that the Academic Senate for California Community Colleges direct the Executive Committee to implement the action steps contained in the paper.

MSU Disposition: COFO, FACCC, Board of Governors, Chancellor's Office

**8. Counseling**

8.01 S98 Use of Paraprofessionals to Perform Counseling Activities
Richard Rose, Santa Rosa Junior College, Executive Committee

Whereas the delivery of counseling services to students, based on the student development model, which includes the development of student education plans and interpretation of career assessment information, by law is the primary function of counseling faculty who meet the minimum qualifications and,

Whereas the Academic Senate for California Community Colleges adopted (F94) the position paper "The Role of Counseling Faculty in California Community Colleges," which affirms the professional role of counseling faculty,

Therefore be it resolved that the Academic Senate for California Community Colleges urge local academic senates to assess the use of paraprofessionals on their campuses that may be in violation of Title 5 Regulations related to counseling functions, and

Be it further resolved that, if the assessment of the use of paraprofessionals reveals violations of Title 5 Regulations on counselor functions, the Academic Senate for California Community Colleges urge local academic senates to demand that the local board of trustees prohibit any violations of Title 5 Regulations by the use of paraprofessionals as counseling faculty, and

Be it finally resolved that the Academic Senate for California Community Colleges urge local academic senates to determine the extent to which students may be misled in thinking that they are seeing counseling faculty when they see paraprofessionals using such titles as "academic advisor" or "educational advisor."

MSC Disposition: CCCCA, Local Senates, Executive Committee

8.02 S98 Transfer Centers
Richard Rose, Santa Rosa Junior College, Executive Committee

Whereas the Academic Senate for California Community Colleges adopted a paper entitled, "Toward Increased Student Success: Transfer as an Institutional Commitment," (F96) and

Whereas in April 1997 the California Community Colleges Counselor Association (CCCCA) and Transfer Center Directors Association (TCDA) jointly published "Transfer: Recommended Guidelines," and

Whereas the California Community Colleges and the University of California have entered into a Memorandum of Understanding to increase the number of students who transfer from the California community colleges to the University of California by 33% over the next 8 years and since this Memorandum of Understanding has funding implications for Transfer Centers because funding will be required to carry out the additional activities and services necessary to meet the goals of the Memorandum of Understanding, and

Whereas the Chancellor's Office has designated the 1998-99 academic year "The Year of the Transfer,"

Therefore be it resolved that the Academic Senate for California Community Colleges support increased funding for Transfer Centers to:

a. fund activities and services required by California Community Colleges and the University of California to implement the Memorandum of Understanding (MOU),

b. implement the MOU to increase the number of students who transfer from the California community colleges to the University of California by 33% over the next 8 years, and

c. assist transferring students and potential transfer students with the information and services necessary for them to reach their baccalaureate goals.

MSU Disposition: CCCCA, Legislature, Board of Governors, Chancellor's Office, Executive Committee

8.04 S98 CSU Advisory Council
Richard Rose, Santa Rosa Junior College, Executive Committee

Whereas the 1998-99 academic year is being called "The Year of the Transfer," and

Whereas the California Community Colleges and the University of California have entered into an Memorandum of Understanding (MOU) to increase the number of students who transfer from California Community Colleges to the University of California by 33% and the Chancellor's Office has indicated that future MOUs with California State University and private colleges will be forthcoming, and

Whereas the University of California has established a University of California Transfer Advisory Council with representation including community college faculty to facilitate communication on transfer issues, and

Whereas, even though a majority of community college students transfer to California State University, there is no California State University Advisory Council,

Therefore be it resolved that the Academic Senate for California Community Colleges engage in discussion with the Intersegmental Committee of Academic Senates (ICAS) to create a California State University Advisory Council similar to that of the University of California Advisory Council.

MSU Disposition: ICAS, Executive Committee

8.05 S98 Inclusion of all Counseling Faculty in General Counseling Activities
Art Boyd, San Diego City College, Counseling and Library Faculty Issues Committee

Whereas counseling programs, as related to the mission of the community colleges, are critical to assure that students achieve their educational and career goals, and

Whereas counseling faculty, regardless of their assignment (EOPS, DSP&S, CalWORKs), must meet the minimum qualifications for employment in California community colleges, as stipulated in Title 5 Regulations, and

Whereas all counseling faculty must have access to training and development in the counseling discipline,

Therefore be it resolved that the Academic Senate for California Community Colleges urge local senates to encourage their institutions' counseling departments to include all counseling faculty, regardless of their assignments in counseling department activities.

MSC Disposition: CCCCA, Executive Committee

**9. Curriculum**

9.01 S98 Program Discontinuance
Janis Perry, Santa Ana College, Executive Committee

Be it resolved that the Academic Senate for California Community Colleges adopt the document "Program Discontinuance: A Faculty Perspective," and

Be it further resolved that the Academic Senate for California Community Colleges hold a breakout at the 1998 Fall Plenary Session on the implementation of the program discontinuance process.

MSU Disposition: CIOs, Chancellor's OfficeLocal Senates, Executive Committee

9.02 S98 Writing Course Outlines of Record
Beverly Shue, Los Angeles Harbor College, Executive Committee

Be it resolved that the Academic Senate for California Community Colleges adopt the document "Stylistic Considerations in Writing Course Outlines of Record."

MSU Disposition: CIOs, Local Senates, Curriculum Committee Chairs

9.03 S98 Course Approval Processes
Beverly Shue, Los Angeles Harbor College, Executive Committee

Be it resolved that the Academic Senate for California Community Colleges adopt the document "Good Practices for Course Approval Processes."

MSU Disposition: CIOs, Local Senates, Curriculum Committee Chairs

9.04 S98 Comprehensive Curriculum Technical Assistance Service
Ric Matthews, San Diego Miramar College, Area D

Whereas the standards and requirements for community college curriculum are many and diverse, and

Whereas it is important to review curriculum not only at the course and program level but at the college level, and

Whereas colleges often need assistance in reviewing curriculum either in preparation for accreditation or as a result of an accreditation recommendation, and

Whereas the nature of a full college curriculum review is such that great benefits can accrue from the use of facilitators from outside the college,

Therefore be it resolved that the Academic Senate for California Community Colleges, in collaboration with the Chief Instructional Officers, explore the possibility of creating a Comprehensive Curriculum Technical Assistance Service for the purpose of providing, upon request by a local academic senate and at college expense, a thorough review of the curriculum, including programs, courses, policies, procedures, and implementation, both to state-adopted standards and to standards of good practice.

MSC Disposition: CIOs, Chancellor's Office, Executive Committee

9.05 S98 Prerequisite Enforcement
Robert Wachman, Yuba College, Area A

Whereas prerequisites have been established to contribute to the achievement of student success, and

Whereas California community college districts have created policies and procedures for the establishment and enforcement of prerequisites, and

Whereas, despite the effort of faculty to complete the validation process, prerequisite enforcement has not been consistent statewide,

Therefore be it resolved that the Academic Senate for California Community Colleges urge the Chancellor's Office to allocate funds to community college districts to ensure that effective prerequisite policies are developed and implemented.

MSC Disposition: Board of Governors, Chancellor's Office, Executive Committee

9.06 S98 Updating Curriculum Papers
Marilyn Fry, Coastline College, Area D

Whereas several regulations have recently been changed in areas affecting curriculum,

Therefore be it resolved that the Academic Senate for California Community Colleges update papers that have been affected by recent changes in regulations and state practices, including but not limited to, "Good Practices for the Implementation of Prerequisites" and "Curriculum Committee Review of Distance Learning Courses and Sections."

MSU Disposition: Executive Committee

9.07 S98 Curriculum Leadership Institute
Marilyn Fry, Coastline College, Area D

Whereas the responsibilities of the college leaders in the area of curriculum, both faculty and administrators, are considerable in their depth and complexity, and

Whereas the standards and requirements for development, review, and approval of curriculum are both broad and detailed, and

Whereas it is particularly important to develop faculty curriculum leadership with full knowledge and understanding of the curriculum process and related standards, requirements, and good practices,

Therefore be it resolved that the Academic Senate for California Community Colleges, in collaboration with the Chief Instructional Officers, create the Curriculum Leadership Institute to be offered each summer for the purpose of training faculty and administrative curriculum leaders in the standards, requirements, and good practices for the development, review, and approval of college curriculum, with the understanding that direct costs for the Institute will be covered by the contributions of participants.

MSU Disposition: CIOs, Chancellor's Office, Local Senates, Executive Committee

9.08 S98 California State University (CSU), California Community Colleges and Basic Skills
June Burlingame-Smith, Los Angeles Harbor College, Area C

Whereas CSUs have announced and are implementing a policy of gradually reducing the number of students admitted who need basic skills classes at CSU, and

Whereas CSU is seeking supplemental funds to work with K-12 students in order to improve student success in basic skills areas before these students enter CSU,

Therefore be it resolved that the Academic Senate for California Community Colleges recommend to the Intersegmental Committee of Academic Senates (ICAS) and to the Chancellor that California community colleges work with the California State University to include community colleges in any supplemental funding designed to meet basic skills needs of K-12 students.

MSU Disposition: ICAS, ICC, Chancellor's Office, Executive Committee

**11. Technology**

11.01 S98 Internet-based Instruction
Ric Matthews, San Diego Miramar College, Executive Committee

Whereas faculty are increasingly involved in development and use of electronic material, and

Whereas expansion of Internet-based instruction and communication via e-mail has created new venues for the use of such electronic material, and

Whereas protection of faculty rights to their own materials and the fair use of materials developed by others has both academic and workload implications,

Therefore be it resolved that the Academic Senate for California Community Colleges, in conjunction with faculty union leadership, develop and disseminate a position paper on intellectual property rights, privacy rights, and copyright as they apply to electronic media, especially e-mail, multimedia, and use of the Internet.

MSU Disposition: COFO, Executive Committee

11.02 S98 Senate Website
Hugh Platt, Cuesta College

Whereas the Academic Senate for California Community Colleges appreciates the work that President Bill Scroggins has done to make the Academic Senate's website a reality, and

Whereas the Academic Senate recognizes the time consuming and ongoing requirements necessary to maintain and expand the Senate website now and in the future,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to allocate resources necessary to assist the Senate President to maintain, enhance, and expand the Academic Senate website.

MSU Disposition: Executive Committee

11.03 S98 Curriculum Committee Web Page at Every College
Rebecca Arnesty, Cabrillo College

Whereas each California community college has its own unique practices in handling curriculum, and

Whereas it is in the best interests of the various colleges to compare their methods to those of their peers,

Therefore be it resolved that the Academic Senate for California Community Colleges urge that each community college establish at its website a college curriculum web page that would have information on the policies and practices of their curriculum committees.

MSC Disposition: Local Senates, Curriculum Committee Chairs, Executive Committee

11.06. S98 Evaluation and Articulation of TMI
Karolyn Hanna, Santa Barbara City College

Whereas there has been a proliferation of technology mediated instruction (TMI) with coursework from a variety of providers, some of which have inconsistent and unknown standards,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to provide to local curriculum committees and counselors guidelines for the evaluation and articulation of technology mediated instruction courses in awarding degrees and certificates.

MSC Disposition: Executive Committee

11.07 S98 DETAC
Elton Hall, Moorpark College

Whereas DETAC (Distance Education Technical Advisory Committee) is charged with a revision of the Distance Education Regulations by 2002,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to provide opportunities at future Academic Senate sessions for faculty to give input directly to the work of the Senate's Technology Committee and DETAC (Distance Education Technical Advisory Committee) in the revision of Title 5 guidelines on distance education.

MSU Disposition: Executive Committee

**12. Faculty Development**

12.01 S98 Accountability Reports
Winston Butler, Los Angeles Community College District, Area C

Whereas local academic senates have the responsibility for local faculty development activities and district wide faculty development activities in accordance with AB 1725, and

Whereas local and district academic senates continue to have difficulty with the accountability of the use of staff development and staff diversity funds as these funds are used for faculty development activities in many staff development programs, and

Whereas there are no recommended formal ratios for the equitable distribution of funds among faculty and classified and administrative staff, and

Whereas Resolution 12.5 S96 requested that "the Board of Governors include in Title 5 Regulations the provision that the annual accountability reports to the Chancellor's Office on the use of staff development and staff diversity funds include a signoff by the college's academic senate president,"

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to pursue vigorously, in the current revision process of the Education Code being conducted by the Chancellor's Office, provision that the local academic senate be involved in the development and/or review of reports prior to the academic senate president's signoff on annual accountability reports of staff development and staff diversity funds.

MSU Disposition: CCCC/SD, COFO, FACCC, Board of Governors, Chancellor's Office, Executive Committee

12.02 S98 Academic Senate Campus Presentation Program
Jean Smith, San Diego CCD Continuing Education, Area D

Whereas the tasks of local academic senates are many and varied, often requiring expertise and experience beyond that available among the college faculty, and

Whereas the leadership of the Academic Senate and professional faculty organizations often has developed expertise and experience in both state and local matters,

Therefore be it resolved that the Academic Senate for California Community Colleges develop the Campus Presentation Program to match the needs of local academic senates for information and expertise on such matters as faculty development, curriculum, and governance with those in the leadership of the Academic Senate who possess such information and expertise, and

Be it further resolved that the Academic Senate for California Community Colleges develop materials on the topics and presenters available, publicizing such material widely through brochures, Academic Senate publications, and the Academic Senate Website, and

Be it finally resolved that the Academic Senate for California Community Colleges request that local academic senates, whenever possible, provide compensation for the travel and material expenses for such presentations but that the reimbursement of such expenses not be a condition of receiving such services

MSC Disposition: Executive Committee.

**16. Library and Learning Resources**

16.01 S98 Information Competency Paper
Richard Rose, Santa Rosa Junior College, Executive Committee

Whereas Resolution 16.2.0 F96 directed the Academic Senate to urge the Chancellor's Office and the Board of Governors to acknowledge that any development of information competency components and/or programs be the primary responsibility of the Academic Senate, and

Whereas library faculty see information competency as an important component of learning, and

Whereas the development of information competency components and/or programs is a curricular responsibility for faculty, especially library faculty,

Therefore be it resolved that the Academic Senate for California Community Colleges adopt "Information Competency in the California Community Colleges," an issues paper authored by the Counseling and Library Faculty Issues Committee of the Academic Senate for California Community Colleges.

MSU Disposition: CA Library Association, CIOs, Local Senates, Curriculum Committee Chairs, Executive Committee

16.02 S98 Definition of Information Competency
Richard Rose, Santa Rosa Junior College, Executive Committee

Whereas resolution 16.2.0 F96 directed the Academic Senate to urge the Chancellor's Office and the Board of Governors to acknowledge that any development of information competency components and/or programs be the primary responsibility of the Academic Senate, and

Whereas library faculty see information competency as an important component of learning, and

Whereas there is no clear and concise definition of information competency that is currently used in the California Community Colleges, especially as it pertains to curricular development,

Therefore be it resolved that the Academic Senate for California Community Colleges adopt the following definition of information competency for California Community Colleges:

> "Information competency is the ability to find, evaluate, use, and communicate information in all its various formats. It combines aspects of library literacy, research methods, and technological literacy. Information competency includes consideration of the ethical and legal implications of information and requires the application of both critical thinking and communication skills."

MSU Disposition: CA Library Association, Local Senates, Executive Committee

**17. Local Senates**

17.01 S98 Student Preparation and Success
Tony Gamble, West Los Angeles College, Area C

Whereas community college student services, including counseling, transfer centers, transfer alliance, EOPS, student equity (success), financial aid, health centers, tutoring, and components of matriculation and CalWORKs, have an important role in enrollment, retention, persistence, completion rates, and general student success inside and outside of the classroom, and

Whereas some faculty senates have not recognized their role from AB 1725 in shared governance collegial consultation in the area of student preparation and success (number 5 in the list of eleven academic and professional areas),

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to write a position paper on good practices on the role of local academic senates in student preparation and success and student services in such areas as counseling, transfer centers, transfer alliance, EOPS, DSP&S, student equity (success), financial aid, health centers, tutoring, and components of matriculation and CalWORKs, and

Be it further resolved that the Academic Senate for California Community Colleges immediately advise local academic senates of their duties and responsibilities in the area of student preparation and success and student services, as required by number 5 in the list of eleven academic and professional areas in Title 5 Regulations for strengthening local senates.

MSC Disposition: CCCCA, Local Senates, Executive Committee

17.02 S98 Enrollment Management
Jim Higgs, Modesto Junior College, Area A

Whereas there are many community colleges that are currently unable to meet their growth targets for enrollment, and

Whereas enrollment management and establishment of floors for class sizes have a serious impact on student success, and

Whereas the administrations of many community colleges are developing plans to control enrollment by such activities as creating contingency plans for using 4000 and 5000 accounts to pay for enrollment shortfalls, creating mega divisions that temporarily generate increased enrollments and freezing block grants and new hires,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to write a position paper that contains guidelines for local academic senates to assure that they are thoroughly involved in decision making involving enrollment management.

MSC Disposition: Executive Committee

17.04 S98 LACCD Academic Senate
Dale Newman, LA Mission

Whereas the newly elected president of the Los Angeles Community College District Board of Trustees announced that the Board was going to move forward immediately on plans to re-organize the District, including plans regarding curriculum and hiring, without consulting the academic senates, and

Whereas these kinds of Board actions threaten all senates and their relationship with their respective Boards, and

Whereas the District plans include restructuring curriculum, changing hiring procedures, and changing budget responsibilities,

Therefore be it resolved that the Academic Senate for California Community Colleges call on the Board of Trustees of the Los Angeles Community College District to refrain from any unilateral abrogation and disregard of AB 1725 shared governance requirements, Title 5 regulations Strengthening Local Senates, and SB 160 (Rodda, the Collective Bargaining law) by voting to reorganize the District without consultation with the Los Angeles Community College District Academic Senate.

MSU Disposition: LACCD Board of Trustees, CCLC, COFO, LACCD District Senate, Executive Committee

17.05 S98 Educate Local Boards
Elton Hall, Moorpark College

Be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to implement a previous resolution calling for education of local boards in matters of shared governance, Title 5 Regulations, Education Code, and collegial relationships with senates, and

Be it further resolved that the Academic Senate for California Community Colleges direct the Executive Committee to prepare material to be used in the education of local boards, such material to include, but not limited to, the ways boards can carry out their educational mission, and the meaning and interpretation of relevant statutes (such as the Brown Act and AB 1725), regulations, and other appropriate documents, and

Be it further resolved that the Academic Senate for California Community Colleges direct the Executive Committee to consider using research funds to develop materials and to provide workshops for local boards and senates.

MSU Disposition: Executive Committee

**19. Professional Standards**

19.01 S98 Academic Freedom and Tenure
Ian Walton, Mission College, Executive Committee

Whereas Resolution 19.2 S95 supported tenure and its essential role in student success, and

Whereas the Academic Senate for California Community Colleges reaffirmed support for the AAUP 1940 Statement of Principles of Academic Freedom (19.5 S96), and

Whereas the Academic Senate for California Community Colleges directed the Executive Committee to develop a position paper on Academic Freedom and Tenure (19.4 and 19.6 S96),

Therefore be it resolved that the Academic Senate for California Community Colleges adopt the document "Academic Freedom and Tenure--A Faculty Perspective."

MSU Disposition: Local Senates, Executive Committee

19.02 S98 75/25: Progress without Legislation
Paul Setziol, Foothill - De Anza College District

Whereas the current Governor and legislative environment make passage of new legislation providing for progress toward the 75/25 full-time/part time ratio extremely unlikely, and

Whereas the current system mechanisms for administering the 75/25 provisions in the law follow neither the letter nor the intent of the law, and

Whereas a complete exposé of the lack of progress towards 75/25 since 1988 and the role of the system mechanism in that lack of progress may result in changes in the mechanism,

Therefore be it resolved that the Academic Senate for California Community Colleges insist that the Chancellor initiate a complete investigation of the history of implementing the 75/25 provisions of AB1725 including all pertinent information requested by the Academic Senate, and

Be it further resolved that the Academic Senate for California Community Colleges insist that the Chancellor cause changes in the implementing mechanisms of the system to bring the system in compliance with both the letter and spirit of the law, and

Be it finally resolved that the Academic Senate for California Community Colleges direct the Executive Committee to make a progress report on this effort at a future plenary session.

MSU Disposition: Board of Governors, Chancellor's Office, Local Senates

19.03 S98 Use of Paraprofessionals
Joe Bonanno, El Camino College, Area C

Whereas there is some indication that personnel (called paraprofessionals) who do not meet minimum qualifications are assuming the roles of professional faculty in some community colleges,

Therefore be it resolved that the Academic Senate for California Community Colleges urge the Chancellor's Office to research the use of paraprofessionals in community colleges and issue an advisory to the colleges regarding clarification of the:

(a) roles and definitions of paraprofessionals,
(b) job descriptions that paraprofessionals may legitimately perform at the colleges, and
(c) positions that paraprofessionals may not fill, according to Title 5 Regulations and the Education Code.

MSC Disposition: Chancellor's Office

**20. Students**

20.01 S98 Honors Programs
Kate Clark, Irvine Valley College, Area D

Whereas the number of transfer students who are of groups historically underrepresented among baccalaureate degree recipients is still far below that of the general population, and

Whereas recent freshman admission policy changes at the University of California will make the transfer of underrepresented students even more important, and

Whereas honors programs have consistently proven an effective path for the recruitment, development, and transfer of community college students, even without extensive state support or assistance,

Therefore be it resolved that the Academic Senate for California Community Colleges seek facilitation, support, and funding for recruitment, retention, and academic advancement of students of disadvantaged socioeconomic status in community college honors programs.

MSC Disposition: Honors Transfer Council, Local Senates, Executive Committee

20.02 S98 Athletic Eligibility
Stan Peters, Laney College, Area B

Whereas the Community College Commission on Athletics is mandated by the Legislature to oversee the administration of athletics in community colleges,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to urge the Community College Commission on Athletics to clarify the use of distance education courses to satisfy the State residency transfer eligibility for student athletes.

MSU Disposition: COA, Executive Committee



CO

# SECTION 2
# Referred Resolutions

6.02 R. S98 Increased Funding for Noncredit Courses
Jim Higgs, Modesto Junior College, Area A

Whereas many colleges offer remedial courses through the noncredit mode, and

Whereas many of our students in transfer classes have deficiencies in skills that may include reading, mathematical computation, writing, and communication,

Therefore be it resolved that the Academic Senate for California Community Colleges urge the community college organizations to support increased funding for noncredit courses to the level of 80% of the current credit funding.

MSR

6.06. R. S98 Process for Revision of Education Code
Karolyn Hanna, Santa Barbara City College

Whereas the Chancellor's Office has instituted the Education Code Reform Initiative, and

Whereas this reform initiative affects all levels within the system, faculty, students, administrators, trustees, the Chancellor, and the Board of Governors, and

Whereas all of the above mentioned constituencies must have opportunity for ongoing dialogue and input to recommendations for reform of the Education Code,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to work with constituent groups to convene state level meetings (e.g., like a constitutional convention) to identify and develop a process that ensures broad based input into reform of the Education Code.

MSR

8.03. R. S98 Learning Centers
Dale Newman, Los Angeles Mission College, Counseling and Library Faculty Issues Committee

Whereas Resolution 19.3 F96 supports the recognition of learning centers on campuses, and

Whereas other groups such as counseling and library faculty have an entry into Academic Senate for California Community Colleges through a dedicated committee and Learning Center faculty continue to be left out with no such committee,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to develop a position paper on the role of Learning Center faculty in California community colleges, and

Be it further resolved that the Academic Senate for California Community Colleges direct the Executive Committee to designate a Statewide committee such as the Counseling and Library Faculty Issues Committee to be the advocate for Learning Center faculty.

MSR

13.01 R. S98 Public Information Committee
Herschel Stern, MiraCosta College

Whereas a number of organizations and interest groups are presenting themselves as leaders of change in California higher education, and

Whereas the faculty of the California community colleges have the expertise to understand current problems and to develop approaches to the changes that will best respond to the educational needs of California, and

Whereas the faculty are most interested in creating changes that are focused on the broadest range of student, community, and economic needs, and

Whereas this resolution is consistent with the Academic Senate goals and objectives,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee either to create a Public Information Committee or to charge an extant standing committee with ongoing public information functions to educate the public on the leadership value of Academic Senate perspectives on issues of change facing the community colleges, and

Be it further resolved that the Academic Senate for California Community Colleges direct the Executive Committee to establish a specific budget allocation to enable the public information functions to be performed effectively.

MSR

17.03 S98 Shared Governance Reports
Elton Hall, Moorpark College

Whereas the mandates of shared governance require that each local senate partner with the local college president in fulfilling the mission of the college, and

Whereas implementation of shared governance varies from college to college and across time, and

Whereas ways of monitoring implementation and maintenance of shared governance at colleges across the State are inconsistent,

Therefore be it resolved that the Academic Senate for California Community Colleges request that local senates submit an annual report assessing the effectiveness of shared governance at their colleges and in their districts, and

Be it further resolved that the Executive Committee develop, publish, and disseminate guidelines for assessing implementation of shared governance at the local level.

MSR

20.01. R. S98 Honors Programs
Kate Clark, Irvine Valley College, Area D

Be it further resolved that the Academic Senate for California Community Colleges urge local senates to establish honors programs at each campus and promote regional and state faculty organizations that support such honors programs.

Be it finally resolved that the Academic Senate for California Community Colleges develop a document providing models of good practices for establishing honors programs; and provide a presentation of model honors programs at a future plenary session.

MSR

# SECTION 3
## Failed Resolutions

## 1998 SPRING SESSION FAILED RESOLUTIONS

1.01 S98 Change in Voting Procedures
Nancy Silva, American River College, Executive Committee

Whereas currently Executive Committee members from Areas, North, and South are elected by delegates only from the representative areas, and

Whereas Executive Committee members represent the entire state as well as their respective areas, and

Whereas candidates should be known for their work for the Academic Senate throughout the state,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to amend the Senate Rules for Elections to allow Area representatives and North and South representatives to be elected by the full delegate body.

Note: If this resolution is adopted, number 4 E and F of the Senate Rules would be changed to reflect at-large voting. The changes would then be brought to the 1998 Fall Plenary Session for approval.

MSF

1.05 S98 Eliminate Trickle-down
Bob Firsch, Reedley College, Area A

Whereas the trickle-down election process prevents Academic Senate elections from being held by a single ballot, thus extending the time necessary to hold elections,

Therefore be it resolved that the Academic Senate for California Community Colleges amend its Rules and Procedures to eliminate the trickle-down process and prepare a ballot with committed candidates for each office.

Note: This resolution if adopted would require changes in the Senate Rules 4 C, 4 I, and 4 J. These changes would be brought to the 1998 Fall Plenary Session for approval.

MSF

10.01 S98 Minimum Qualifications: New Category
Paul Setziol, Foothill-De Anza College District

Whereas there have been chronic problems in implementing the system of minimum qualifications, and

Whereas the most interactive problems result from a mismatch between the scope of a discipline and the practical application of that discipline, and

Whereas these problems have resulted in the constant call for and attempted implementation of single course equivalencies, and

Whereas the current alternative to a master's level preparation does not include any requirement for academic preparation in the discipline,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to seek Title 5 changes to create a third disciplines list, the nature of which would be applications within broader masters-requiring disciplines to include at least some post-secondary degrees in the discipline, and

Be it further resolved that the Academic Senate for California Community Colleges recommend that the proposed Title 5 changes be reviewed by the Plenary Session as quickly as possible.

MSF

22.01 S98 CalWORKs Funding Limited to 35% Roll Over
Jim Higgs, Modesto Junior College, Area A

Whereas CalWORKs funding was capable of being rolled over at the rate of 100%, and

Whereas a directive from the Chancellor's Office was recently sent to local academic senate presidents informing them that only 35% of the funding can be rolled over, and that, if there is a desire to roll over more of the already allocated funds, it is up to the discretion of the Chancellor's Office,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to take the issue of limiting the roll over of CalWORKs funds to 35% immediately through the Consultation process.

MSF

# SECTION 4
## Moot Resolutions

7.06. S98 Performance Based Funding
Hoke Simpson, Grossmont College

Be it resolved that the Academic Senate for California Community Colleges adopt the document "Performance Based Funding: A Faculty Critique and Action Agenda."

MOOT (declared Moot because Resolution 7.05 was adopted)

7.07 S98 Performance Based Funding
Linda Collins, Los Medanos College, Executive Committee

Be it resolved that the Academic Senate for California Community Colleges adopt the following action steps regarding the "Partnership for Excellence" and performance based funding:

1. The Academic Senate for California Community Colleges reaffirms its positions and resolutions opposing performance based funding and, in particular, the use of district specific performance payouts as a means of distributing state educational resources for the California Community Colleges.

2. The Academic Senate for California Community Colleges calls on the Chancellor and Board of Governors to reconsider its recommendation of district specific payouts and performance funding.

3. The Academic Senate for California Community Colleges calls on the Board and Chancellor to work collegially with the Academic Senate and other institutional and organizational representatives to seek increased funding for the community colleges and to make the positive case for the excellence of the system and the need for increased public support to maintain excellence and to expand access.

4. The Academic Senate for California Community Colleges urges the Chancellor and the Board of Governors to redirect their energies and policies toward protecting and enlarging access, promoting the success of all community college students, and promoting sound educational policy.

(Continued on next page)

7.07 S98 (Continued from previous page)

5. The Academic Senate for California Community Colleges urges local academic senates to educate local faculty, trustees and administrators, staff, and students, along with local legislators, about the problems with the Partnership for Excellence approach and to raise public concern over this policy direction.

6. The Academic Senate for California Community Colleges works in concert with professional faculty and collective bargaining organizations, along with organizations representing administrators, CEOs, trustees, and students as well as affected internal and external constituencies (such as DSP&S, matriculation, Puente faculty and staff) to oppose performance based funding approaches and to articulate the case for increased public support of the community colleges and their programs.

7. The Academic Senate for California Community Colleges works to educate the Legislature and the Department of Finance and the Governor's Office regarding the educational implications of performance based funding.

8. The Academic Senate for California Community Colleges urges local senates to work through the budget change proposal (BCP) development process to assure that future BCPs do not include performance based funding and to reaffirm commitment to other priorities unfunded in the 1998-99 Governor's budget. These include growth, COLA, equalization, full-time faculty, and faculty and staff development as well as augmentations for matriculation, DSP&S, and Puente programs.

MOOT (declared Moot because Resolution 7.05 was adopted)

12.03 S98 Workshops To Go
Roberta Baber, Fresno City College, Area A

Whereas many local faculty are not familiar with many issues common to all community colleges, and

Whereas the Academic Senate for California Community Colleges has the resources and the expertise to present a workshop on such issues,

Therefore be it resolved that the Academic Senate for California Community Colleges develop a "Workshop To Go" program with an advertising flyer created to describe these workshops sent to all California community colleges, and

Be if further resolved that the Academic Senate for California Community Colleges and local academic senates mutually agree upon arrangements to present said workshops to the local academic senate.

MOOT (declared Moot because Resolution 12.02 was adopted)

# SECTION 5
# Withdrawn Resolutions

## 1998 SPRING SESSION WITHDRAWN RESOLUTIONS

2.06 S98 Faculty Teams on Category Funded Site Visits
Tony Zambelli, Cuyamaca College

Withdrawn by maker.

11.04 S98 Appropriate Technology
Ric Matthews, San Diego Miramar College

Withdrawn by maker.

# SECTION 6
## Tabled Resolutions

11.05 S98 Standards for Instruction
P. Darrel Harrison, San Diego Miramar College

Whereas faculty determine not only content but pedagogy and delivery of curriculum, and

Whereas there have been recent changes in Title 5 Regulations regarding distance education and there is a rise of new institutional arrangements regarding technology mediated instruction, and

Whereas application or use of technology needs to be guided by the expertise of faculty in the discipline, and

Whereas there is an increased use of technology contracts, public-private partnerships, software, and course development tools,

Therefore be it resolved that the Academic Senate for California Community Colleges reaffirm the following established professional principles:

(a) Discipline faculty determine not only the content but also the delivery of curriculum in higher education;
(b) Individual faculty members, in conjunction with colleagues in their discipline, shall establish standards for the application or use of technology in various instructional areas;
(c) All initiatives for incorporation of technology in the educational process will be defined by faculty in their disciplines;
(d) All technology partnerships between public higher education institutions and the private sector shall be negotiated with full faculty participation at all stages of the process, and

Be it further resolved that the Academic Senate for California Community Colleges reserve the right to censure any institution that is in violation of these fundamental principles.

MST (until Fall 1998 Plenary Session)

# SECTION 7
# Acronyms

# ACRONYMS

Revised 1997

Nothing makes one feel so much an outsider in a group as the use by others of acronyms or initial designations with which one it not familiar. Below are some of the abbreviations pertaining to education which are in common use in this state. Please send suggestions to the Academic Senate Office.

| | |
|---|---|
| AAC | Association of American Colleges |
| AACC | American Association of Community Colleges |
| AACD | Affirmative Action and Cultural Diversity |
| AAHE | American Association of Higher Education |
| AAO | Affirmative Action Officers |
| AAUP | American Association of University Professors |
| AAUW | American Association of University Women |
| AAWCC | American Association of Women in Community Colleges |
| AB | Assembly Bill |
| ACBO | Association of Chief Business Officers |
| ACCCA | Association of California Community College Administrators |
| ACCE | Association for Community and Continuing Education |
| ACCESS | Action for Community College Enhancement of Student Success (ACT Project) |
| ACCJC | Accrediting Commission for Community and Junior Colleges |
| ACCT | Association of Community College Trustees |
| ACCTLA | Association of California College Tutoring and Learning Assistance |
| ACE | American Council on Education |
| ACR | Assembly Concurrent Resolution |
| ACSA | Association of California School Administrators |
| ACT | American College Testing |
| ACTFL | American Council on the Teaching of Foreign Languages |
| ADA | Americans with Disabilities Act |
| AERA | American Educational Research Association |
| AFDC | Aid to Dependent Children |
| AFT | American Federation of Teachers |
| AGB | Association of Government Boards |
| AGNES | Advisory Group on Need Evaluation Services |
| AHCA | American Health Care Association |
| AIA | Association of Instructional Administrators |
| AICCU | Association of Independent California Colleges and Universities |
| AMA | American Medical Association |
| ANA | American Nurses Association |
| API | Academic Program Improvement (CSU funding & support to programs) |
| APLE | Assumption Programs of Loans of Education |
| AP | Advanced Placement |
| ASB | Associated Student Body |
| ASCCC | Academic Senate for California Community Colleges |

| | |
|---|---|
| ASCIOs | Academic Senate/Chief Instruction Officers |
| ASSET | Assessment of Skills for Successful Entry and Transfer (ACT) |
| ASSIST | Articulation System to Stimulate Inter-institutional Student Transfer |
| AVA | American Vocational Association |
| BAT | Bureau of Apprenticeship and Training (Federal) |
| BCP | Budget Change Proposal |
| BEOG | Basic Educational Opportunity Grant (also Pell Grant) |
| BLACCC | Black Association of California Community Colleges |
| BOARS | Board of Admissions and Relations with Schools (UC) |
| BOG | Board of Governors |
| BRAIN | Business Resource Assistance and Innovations Network |
| BRN | Board of Registered Nursing |
| BVIT | Bilingual Vocational Instructors Training |
| CAA | College Art Association |
| CAA | College Alliance of Arts |
| CAAJE | Calif. Association of Administration of Justice Educators, Inc. |
| CABE | California Association of Bilingual Educators |
| CACCRAO | California Association of Community Colleges Registration & Admissions Officers |
| CACN | California Association of Colleges of Nursing |
| CACT | Centers for Applied Competitive Technologies |
| CAHA | California Association of Homes for the Aged |
| CAHHS | California Association of Hospitals and Health System |
| CAIR | California Association of Institutional Researchers |
| CAL-SOAP | California Students Opportunity and Access Program |
| CalWORKs | California Work Opportunity and Responsibility for Kids |
| CalSACC | California Student Association of Community Colleges |
| CMC3 | California Math Council of California Community Colleges |
| CAN | California Articulation Number (postsecondary course # system) |
| CAP | Committee on Assessment Procedures |
| CAPED | California Association on Postsecondary Education and Disability |
| CAPI | California Association of Part-Time Instructors |
| CAPP | California Academic Partnership Program |
| CASA | California Association of School Administrators |
| CASFAA | California Association of Student Financial Aid Administrators |
| CASIP | California Supplier Improvement Program |
| CATE | California Association of Teachers of English |
| CATESOL | California Teachers of English to Speakers of Other Languages |
| CAVE | California Association of Vocational Education |
| CB | Collective Bargaining |
| CBO | Community Based Organization (JTPA) |
| CBO | Chief Business Officers |
| CC | Community College |
| CCA | Community College Association (affiliate of CTA) |
| CCC | Community College Council (affiliate of CFT) |
| CCCAOE | California Community College Association of Occupational Education |

| | |
|---|---|
| CCCCA | California Community Colleges Counselors Association |
| CCCCCSCE | Calif. Community College Council on Community Services and Continuing Educ. |
| CCCCSSAA | California Community College Chief Student Services Administrators Assn. |
| CCCEOPSA | Calif. Community College Extended Opportunity Programs and Services Assn. |
| CCCF | California Community College Foundation |
| CCCHSA | California Community College Health Services Association |
| CCCI | California Community Colleges Independents |
| CCCPA | California Community College Placement Association |
| CCCSAA | California Community College Student Affairs Association |
| CCCSFAAA | California Community College Student Financial Aid Association |
| CCCT | California Community College Trustees |
| CCD | Community College District |
| CCENC | Community College Educators of New Californians |
| CCLC | Community College League of California |
| CCPRO | Community College Public Relations Organization |
| CCUDA | Community College Urban District Association |
| CDE | California Department of Education |
| CEBRAC | California Environmental Business Resource Center |
| CEEB | College Entrance Examination Board |
| CLEP | California Educational Loan Program |
| CEO | Chief Executive Officer |
| CFADS | California Financial Aid Delivery System |
| CFT | California Federation of Teachers |
| CGSLP | California Guaranteed Student Loan Program |
| CHA | California Humanities Association |
| CHE | Consumer Home Economics |
| CHEA | California Higher Education Association (affiliate of CTA/NEA) |
| CHELA | California Higher Education Loan Authority |
| CHRO | Chief Human Resources and Affirmative Action Officers |
| CIO | Chief Instructional Officer |
| CIOCCC | Chief Instructional Office of California Community Colleges |
| CITD | Centers for International Trade Development |
| CLA | California Library Association |
| CLAS | California Loan to Assist Students |
| CLASS | California Library Authority of Systems and Services |
| CLEP | College Level Examination Program |
| CMLEA | California Media and Library Educators Association |
| COA | Commission on Athletics |
| CO | Chancellor Office California Community Colleges |
| COD | Career Opportunities Development |
| COFO | Counsel of Faculty Organizations |
| COFPHE | Capital Outlay Fund for Higher Education |
| COIS | California Occupational Information System |
| COLA | Cost of Living Adjustment |
| C-ONE | California Organization of Nursing Executives |

| | |
|---|---|
| COPA | Council on Postsecondary Accreditation |
| COPES | Community College Occupational Evaluation System |
| CPEC | California Post-secondary Education Commission |
| CPGA | California Personnel and Guidance Association |
| CQI | Complete Quality Improvement |
| CSAC | California Student Aid Commission |
| CSBA | California School Board Association |
| CSEA | California State Employees Association |
| CSEA | California School Employees Association |
| CSLA | California Student Loan Association |
| CSS | California Scholarship Service |
| CSSO | Chief Student Services Officers |
| CSU | California State University |
| CTA | California Teachers Association |
| CWS | California Work Study |
| CYEDA | California Youth Employment and Development Act |
| DAS | Division of Apprenticeship Standards |
| DOC | Directory of Occupational Titles |
| DOF | Department of Finance |
| DSP&S | Disabled Students Programs and Services |
| DVR | Division of Vocational Rehabilitation |
| EBT | Employer Based Training |
| EDA | Economic Development Administration (U.S. Department of Commerce) |
| EDD | Employment Development Department |
| ED>NET | Economic Development Network |
| ECCTYC | English Council of California Two-Year Colleges |
| EERA | Educational Employment Relations Act (K-12 & CCs) |
| EHMT | Environmental Hazardous Materials Technologies |
| EOG | Educational Opportunity Grant |
| EON | Equal Opportunity Network |
| EOP | Educational Opportunity Program (4-year Colleges) |
| EOPS | Extended Opportunity Programs and Services |
| ERIC | Educational Research Information Center (for CCs) |
| ESL | English as a Second Language |
| ET | Environmental Technologies |
| ETI | Evaluation and Training Institute |
| ETP | Employment Training Panel |
| ETS | Educational Testing Service |
| FACCC | Faculty Association of California Community Colleges |
| FAF | Financial Aid Forum |
| FAO | Financial Aid Office (or Officer) |
| FII | Fund for Instructional Improvement |
| FIPSE | Fund for the Improvement of Post-secondary Education |
| FISL | Federally Insured Student Loan |
| FNAR | Financial Need Analysis Report |

| | |
|---|---|
| FSA | Faculty Service Area |
| FTES | Full-Time Equivalent Student |
| GAIN | Greater Avenues for Independence |
| GED | General Educational Development (H.S. equivalency test) |
| GRE | Graduate Record Examination |
| GSL | Guaranteed Student Loan |
| HBCUs | Historically Black Colleges and Universities |
| HCFA | Health Care Financing Administration |
| HEERA | Higher Education Employee Relations Act (CSU & UC) |
| HSA | Health Services Association |
| HUD | Department of Housing and Urban Development |
| I-ECC | Industry-Education Council of California |
| ICAS | Intersegmental Committee of Academic Senates |
| ICC | Intersegmental Coordinating Council |
| IIE | Institute of International Education |
| IJFP | Intersegmental Joint Faculty Project |
| ISFARS | Institutional Student Financial Aid Resources Survey |
| ITV | Instructional Television |
| JACOTI | Joint Articulation Council on Transfer Issues (CSU & CCs) |
| JTPA | Job Training Partnership Act |
| LAO | Legislative Analyst's Office |
| LARC | Learning, Assessment, Retention Consortium |
| LEP | Limited English Proficiency |
| LMI | Labor Market Information |
| LRACCC | Learning Resources Association of California Community Colleges |
| LRFA | La Raza Faulty Association |
| LSAT | Law School Admission Test |
| MACCC | Music Association of California Community Colleges |
| MALDEF | Mexican-American Legal Defense and Education Fund |
| MCAT | Medical College Admission Test |
| MCS | Model Curriculum Standards (K-12) |
| MESA | Mathematics Engineering Science Achievement |
| METPP | Migrant Education Teachers Preparation Program |
| MIS | Management Information System |
| MQ's | Minimum Qualifications |
| NABE | National Association of Bilingual Educator |
| NAFTA | North American Free Trade Assn. |
| NCES | National Center for Educational Statistics |
| NCOE | National Council for Occupational Education (affiliate of AACC) |
| NCSPOD | National Council for Staff Programs & Organizations |
| NCTC | Northern California Telecommunication Consortia |
| NDSL | National Direct Student Loan |
| NEA | National Education Association |
| NEH | National Endowment for the Humanities |
| NISOD | National Institute for Staff & Organizational Development |

| | |
|---|---|
| NIST | National Institute of Standards and Technology |
| NLN | National League for Nursing (national voluntary accrediting body) |
| NSF | National Science Foundation |
| NTI | Non-Traditional Instruction |
| OAL | Office of Administration Law |
| OBRA | Omnibus Budget Reconciliation Act |
| OCR | Office of Civil Rights |
| OSHPD | Office of Statewide Health Planning & Development |
| PAC | Program Advisory Committee |
| PACE | Project for Adult College Education |
| PAVE | Program Assessment of Vocational Education |
| PERB | Public Employment Relations Board |
| PERS | Public Employees Retirement System |
| PIC | Private Industry Council (vocational advisory group) |
| PPE | Private Post-secondary Education |
| PSAT | Preliminary Scholastic Aptitude Test |
| Q&A | Questions and Answers |
| RETES | Refugee Education, Training & Employment Services |
| RFA | Request for Applications |
| RFP | Request for Proposals |
| RHORC | Regional Health occupations Resource Centers |
| ROC/P's | Regional Occupational Center/Programs |
| RP | Research and Planning Group for California Community Colleges |
| SAAC | State Aid Application for California |
| SAM | Student Accountability Model |
| SAT | Scholarship Aptitude Test |
| SB | Senate Bill |
| SBP | Small Business Programs |
| SCAT | School and College Ability Test |
| SCANS | Secretary of Labor's Commission on Achieving Necessary Skills |
| SCILL | Southern California Inter-Library Loan Network |
| SCOPE | State College Organization for Physical Education |
| SCOVE | State Council on Vocational Education |
| SDA | Service Delivery Area (JTPA) |
| SDE | State Department of Education |
| SEED | Supporters of Educational Equity and Diversity |
| SEIU | Service Employees International Union/CSC |
| SEOG | Supplementary Education Opportunity Grant |
| SIP | School Improvement Program |
| SJTCC | State Job Training Coordinating Council |
| SOAP | Student Opportunity and Access Program |
| SPARC | Special Projects Advisory and Review Council |
| SPRE | State Post-secondary Review Entity |
| STC | School To Career |
| STRS | State Teachers Retirement System |

| | |
|---|---|
| STW | School to Work |
| TANF | Temporary Assistance to Needy Families |
| TAP | Transfer Alliance Project |
| TBA | To Be Announced |
| TMI | Technology Mediated Instruction |
| TOEFL | Test of English as a Foreign Language |
| TQM | Total Quality Management |
| TOP-Code | Taxonomy of Programs Code |
| TSLAP | Teacher Shortage Loan Assumption Program |
| UC | University of California (and its branches) |
| UCEP | University Committee on Educational Policy |
| UCUPRE | University Committee on Undergraduate Preparation & Remedial Education (UC) |
| USDE | U.S. Dept. of Education |
| USSP | Underrepresented Special Student Projects |
| VATEA | Vocational and Applied Technology Education act of 1990 |
| WASC | Western Association of Schools and Colleges (Accrediting Commissions) |
| WASFAA | Western Association of Student Financial Aid Administration |
| WCA | Western College Association |
| WICHE | Western Interstate Commission for Higher Education |
| WIN | Work Incentive Program |
| WPL | Workplace Learning Resources |
| WRCBAA | Western Region Council on Black American Affairs |
| WSCH | Weekly Student Contact Hours |
| YEDPA | Youth Employment and Demonstration Project Act |

# SECTION 8
# List of Delegates

## ACADEMIC SENATE VOTING DELEGATES
### Spring 1998

| | |
|---|---|
| American River College | Charles Honnold |
| Antelope Valley College | Richard Manley |
| Bakersfield College | Janice Toyoshima |
| Barstow College | Mark Cauble |
| Butte College | Ric Machuga |
| Cabrillo College | Rebecca Arnesty |
| Cerritos College | Patricia Pinder |
| Cerro Coso College | Bruce Keeler |
| Citrus College | Jack Janss |
| Coastline Community College | Margaret Lovig |
| Columbia College | Lynn Martin |
| Compton Community College | Loretta Bailes |
| Contra Costa College | Susan Lamb |
| Contra Costa CCD | Barbara Sawyer |
| Cosumnes River College | Ellen Arden-Ogle |
| Crafton Hills College | Arnold Kosmatka |
| Cuesta College | Hugh Platt |
| Cuyamaca College | Anthony Zambelli |
| Cypress College | Jesse Saldana |
| De Anza College | Toni Forsyth |
| Diablo Valley College | Mark Steidel |
| El Camino College | Joe Bonanno |
| Evergreen Valley College | Bill Jacobs |
| Foothill College | Larry Rouse |
| Foothill/DeAnza CCD | Paul Setziol |
| Fresno City College | Roberta Baber |
| Gavilan College | Ken Wagman |
| Glendale Community College | Mike Wheeler |
| Golden West College | Wes Bryan |
| Grossmont College | Hoke Simpson |
| Hartnell College | Robert Beery |
| Imperial College | Eric Jacobson |
| Irvine Valley College | Kate Clark |
| Kings River College | Lacy Barnes-Milcham |
| Lake Tahoe Community College | Kurt Green |
| Laney College | Loretta Hernandez |
| Lassen College | Cindy Howe |
| Los Angeles City College | Sharon Hearshen |
| Los Angeles CCD | Dale Newman |
| Los Angeles Harbor College | Jorae Zuckerman |
| Los Angeles Pierce College | Helen Krahn |
| Los Angeles Southwest College | Linda Larson-Singer |
| Los Angeles Trade-Tech College | Lina Chen |
| Los Angeles Valley College | Leon Marillier |
| Los Medanos College | Milton Clark |
| Los Rios CCD | Dennis Smith |
| Marin, College of | Marie McCarthy |
| Merced College | Sue Chappell |
| MiraCosta College | Herschel Stern |
| Mission College | Dianne McKay |
| Modesto Junior College | Jim Higgs |
| Moorpark College | Elton Hall |
| Mt. San Antonio | Ken Irvine |
| Mt. San Jacinto College | David Bookin |
| Napa Valley College | Richard Thompson-Bremer |
| North Orange Co. CCD/Noncredit | Lee Clancy |
| Orange Coast College | Toni Iseman |
| Oxnard College | Carmen Guerrero-Calderon |
| Palomar College | Mark Vernoy |
| Palo Verde College | Louise Gallen |
| Pasadena City College | Ellen Ligons |
| Porterville College | Mike Rost |
| Riverside Community College | John Pietro |
| Sacramento City College | K.C. Boylan |
| Saddleback College | Miki Mikolajczak |
| San Bernardino Valley College | Odette Salvaggio |
| San Diego City College | Douglas Dailard |
| San Diego Cont. Ed Centers | Joan Wells |
| San Diego Mesa College | Eadie Richards |
| San Francisco, City College of | Jane Sneed |
| San Joaquin Delta College | Roger Waller |
| San Mateo, College of | Kate Montoyama |
| Santa Ana College | Michael Trevitt |
| Santa Monica College | Fran Manion |
| Santiago Canyon College | Robert Putman |
| Sequoias, College of the | Linda Kennedy |
| Shasta College | Chuck Spotts |
| Siskiyous, College of the | William Hirt |
| Skyline College | Pat Deamer |
| Solano Community College | Diana Paque |
| Southwestern College | Joan Stroh |
| Ventura College | Octavio Sifuentes |
| Victor Valley College | Allan Kumlin |
| West Hills College | James Sirman |
| West Los Angeles College | Tony Gamble |
| West Valley College | Joan Sarlo |
| West Valley/Mission CCD | Lydia Harris |
| Yuba Community College | Robert Wachman |
| President | Bill Scroggins |
| Vice President | Lee Haggerty |
| Secretary | Linda Collins |
| Treasurer | Lin Marelick |
| Past President | Janis Perry |
| Area A | Nancy Silva |
| Area B | Len Price |
| Area C | Edith Conn |
| Area D | Mark Snowhite |
| At-Large | Beverly Shue |
| At-Large | Richard Rose |
| North Representative | Barbara Davis-Lyman |
| North Representative | Ian Walton |
| South Representative | Winston Butler |
| South Representative | Ric Mathews |

# Appendices

## Appendices

| | |
|---|---|
| Appendix A | "Process to Nominate Faculty Members for Accreditation Visiting Teams" and "Supplemental Training for First-time Faculty Team Members." |
| | (See Resolution 2.01) |
| Appendix B | Opposition to "English for the Children Initiative" |
| | (See Resolution 3.01) |
| Appendix C | Equal Educational Opportunity Initiative |
| | (See Resolution 3.05) |
| Appendix D | California Community College Pledge |
| | (See Resolution 3.08) |

# Academic Senate for California Community Colleges

**Process to Nominate Faculty Members for Accreditation Visiting Teams**
Standards & Practices Committee, 1997-98

Mark Snowhite, Chair
Sally Flotho
Edith Conn
Gary Morgan
Joan Stroh
Kate Clark

## Purpose

In order to help provide the Accrediting Commission for Community and Junior Colleges with a pool of candidates to serve on visiting teams, the Academic Senate for California Community Colleges will put into effect the following procedures:

1. The Academic Senate President will send a letter to each local senate president sometime in the fall of each year asking for nominees to serve on accreditation visiting teams. The number of nominees may vary from year to year. The local senate president may include himself/herself in the nominees.

2. The following qualifications for nominees will be listed as essential for an individual to be nominated:
   a. Five years uninterrupted, recent service as a full-time faculty member.
   b. Experience in a significant faculty leadership role.
   Demonstration of independent thinking.
   Demonstration of working effectively as part of a team.

   (Experience in any capacity developing a local self-study report is desirable.)

3. It is expected that the local senate presidents and local senates will determine their own method of choosing candidates.

4. The Academic Senate President forwards the list of candidates to the Standards and Practices Committee, which will serve as a screening committee. Names of interested Executive Committee members will be forwarded.

5. The Standards and Practices Committee will submit its list to the Academic Senate President, who in turn submits the list to the Executive Committee for its review and approval. Names of those not selected will also be sent to the Executive Committee.

6. The Academic Senate President sends a list of recommended candidates to the Accrediting Commission.

**Supplemental Training Program for First-Time Faculty Team Members**

1. Each selected faculty team member attends the workshop conducted by the Accrediting Commission required of all teams members to become familiar with materials distributed before and during these Accrediting Commission conducted workshops.

2. All faculty team members, including those not nominated by the Academic Senate, attends an Academic Senate conducted workshop on the faculty role in accreditation. These workshops will include, but not be limited to, the following:

    a. Academic Senate resolutions on accreditation.
    b. Direction for accessing Senate resolutions on matters related to accreditation.
    c. Two major papers on the faculty role in accreditation
    d. Guidelines for assessing individual standards in the accreditation handbook.
    e. Guidelines for effective team report writing.

3. Each nominated faculty team member will receive names, phone numbers, and e-mail addresses of faculty members who have served on at least two visiting teams. These experienced faculty members will be a valuable resource for preparing the prospective team new member.

4. The Academic Senate will develop a guide for effective evaluation of each standard. The guide will include such information as with whom to make appointments during a team visit, what college documents are most important to review during a visit, what questions yield important information from different segment representatives during a visit, how to arrange follow-up meetings before reports are completed, and how to maintain a faculty perspective.

5. The Academic Senate President should routinely expect from the Executive Director of the Accrediting Commission a list of appointees to all accrediting visiting teams. As indicated above, any faculty on these teams should go through the special Academic Senate training. The Academic Senate office should keep a record of those nominated by the Senate and in fact appointed to visiting teams.

# TEXT OF THE "ENGLISH FOR THE CHILDREN" INITIATIVE

## English Language Education for Children in Public Schools

By Ron K. Unz and Gloria Matta Tuchman

SECTION 1. Chapter 3 (commencing with Section 300) is added to Part 1 of the Educational Code, to read:

CHAPTER 3. ENGLISH LANGUAGE EDUCATION FOR IMMIGRANT CHILDREN

ARTICLE 1. Findings and Declarations

300. The People of California find and declare as follows:

(a) WHEREAS the English language is the national public language of the United States of America and of the state of California, is spoken by the vast majority of California residents, and is also the leading world language for science, technology, and international business, thereby being the language of economic opportunity; and

(b) WHEREAS immigrant parents are eager to have their children acquire a good knowledge of English, thereby allowing them to fully participate in the American Dream of economic and social advancement; and

(c) WHEREAS the government and the public schools of California have a moral obligation and a constitutional duty to provide all of California's children, regardless of their ethnicity or national origins, with the skills necessary to become productive members of our society, and of these skills, literacy in the English language is among the most important; and

(d) WHEREAS the public schools of California currently do a poor job of educating immigrant children, wasting financial resources on costly experimental language programs whose failure over the past two decades is demonstrated by the current high drop-out rates and low English literacy levels of many immigrant children; and

(e) WHEREAS young immigrant children can easily acquire full fluency in a new language, such as English, if they are heavily exposed to that language in the classroom at an early age.

(f) THEREFORE it is resolved that: all children in California public schools shall be taught English as rapidly and effectively as possible.

ARTICLE 2. English Language Education

305. Subject to the exceptions provided in Article 3 (commencing with Section 310), all children in California public schools shall be taught English by being taught in English. In particular, this shall require that all children be placed in English language classrooms. Children who are English learners shall be educated through sheltered English immersion during a temporary transition period not normally intended to exceed one year. Local schools shall be permitted to place in the same classroom English learners of different ages but whose degree of English proficiency is similar. Local schools shall be encouraged to mix together in the same classroom English learners from different native-language groups but with the same degree of English fluency. Once English learners have acquired a good working knowledge of English, they shall be transferred to English language mainstream classrooms. As much as possible, current supplemental funding for English learners shall be maintained, subject to possible modification under Article 8 (commencing with Section 335) below.

BEST COPY AVAILABLE

306. The definitions of the terms used in this article and in Article 3 (commencing with Section 310) are as follows:

(a) "English learner" means a child who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English, also known as a Limited English Proficiency or LEP child.

(a) "English language classroom" means a classroom in which the language of instruction used by the teaching personnel is overwhelmingly the English language, and in which such teaching personnel possess a good knowledge of the English language.

(b) "English language mainstream classroom" means a classroom in which the students either are native English language speakers or already have acquired reasonable fluency in English.

(c) "Sheltered English immersion" or "structured English immersion" means an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language.

(d) "Bilingual education/native language instruction" means a language acquisition process for students in which much or all instruction, textbooks, and teaching materials are in the child's native language.

ARTICLE 3. Parental Exceptions

310. The requirements of Section 305 may be waived with the prior written informed consent, to be provided annually, of the child's parents or legal guardian under the circumstances specified below and in Section 311. Such informed consent shall require that said parents or legal guardian personally visit the school to apply for the waiver and that they there be provided a full description of the educational materials to be used in the different educational program choices and all the educational opportunities available to the child. Under such parental waiver conditions, children may be transferred to classes where they are taught English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law. Individual schools in which 20 students or more of a given grade level receive a waiver shall be required to offer such a class; otherwise, they must allow the students to transfer to a public school in which such a class is offered.

311. The circumstances in which a parental exception waiver may be granted under Section 310 are as follows:

(a) Children who already know English: the child already possesses good English language skills, as measured by standardized tests of English vocabulary comprehension, reading, and writing, in which the child scores at or above the state average for his grade level or at or above the 5th grade average, whichever is lower; or

(b) Older children: the child is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's rapid acquisition of basic English language skills; or

(c) Children with special needs: the child already has been placed for a period of not less than thirty days during that school year in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the child has such special physical, emotional, psychological, or educational needs that an alternate course of educational study would be better suited to the child's overall educational development. A written description of these special needs must be provided and any such decision is to be made subject to the examination and approval of the local school superintendent, under guidelines established by and subject to the review of the local Board of Education and ultimately the State Board of Education. The existence of such special needs shall not compel issuance of a waiver, and the parents shall be fully informed of their right to refuse to agree to a waiver.

BEST COPY AVAILABLE

ARTICLE 4. Community-Based English Tutoring

315. In furtherance of its constitutional and legal requirement to offer special language assistance to children coming from backgrounds of limited English proficiency, the state shall encourage family members and others to provide personal English language tutoring to such children, and support these efforts by raising the general level of English language knowledge in the community. Commencing with the fiscal year in which this initiative is enacted and for each of the nine fiscal years following thereafter, a sum of fifty million dollars ($50,000,000) per year is hereby appropriated from the General Fund for the purpose of providing additional funding for free or subsidized programs of adult English language instruction to parents or other members of the community who pledge to provide personal English language tutoring to California school children with limited English proficiency.

316. Programs funded pursuant to this section shall be provided through schools or community organizations. Funding for these programs shall be administered by the Office of the Superintendent of Public Instruction, and shall be disbursed at the discretion of the local school boards, under reasonable guidelines established by, and subject to the review of, the State Board of Education.

ARTICLE 5. Legal Standing and Parental Enforcement

320. As detailed in Article 2 (commencing with Section 305) and Article 3 (commencing with Section 310), all California school children have the right to be provided with an English language public education. If a California school child has been denied the option of an English language instructional curriculum in public school, the child's parent or legal guardian shall have legal standing to sue for enforcement of the provisions of this statute, and if successful shall be awarded normal and customary attorney's fees and actual damages, but not punitive or consequential damages. Any school board member or other elected official or public school teacher or administrator who willfully and repeatedly refuses to implement the terms of this statute by providing such an English language educational option at an available public school to a California school child may be held personally liable for fees and actual damages by the child's parents or legal guardian.

ARTICLE 6. Severability

325. If any part or parts of this statute are found to be in conflict with federal law or the United States or the California State Constitution, the statute shall be implemented to the maximum extent that federal law, and the United States and the California State Constitution permit. Any provision held invalid shall be severed from the remaining portions of this statute.

ARTICLE 7. Operative Date

330. This initiative shall become operative for all school terms which begin more than sixty days following the date at which it becomes effective.

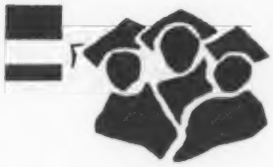
ARTICLE 8. Amendment.

335. The provisions of this act may be amended by a statute that becomes effective upon approval by the electorate or by a statute to further the act's purpose passed by a two-thirds vote of each house of the Legislature and signed by the Governor.

ARTICLE 9. Interpretation

340. Under circumstances in which portions of this statute are subject to conflicting interpretations, Section 300 shall be assumed to contain the governing intent of the statute.

BEST COPY AVAILABLE



**STUDENTS FOR EDUCATIONAL OPPORTUNITY**
*proponents of the*

# EQUAL EDUCATIONAL OPPORTUNITY INITIATIVE

"In order to provide equal opportunity, promote diversity and combat discrimination in public education, the state may consider the economic background, race, sex, ethnicity and national origin of qualified individuals"

***"Education remains the key to both economic & political empowerment"***
- Barbara Jordon, 1991

**Dear Supporter of Diversity,**

Thousands of students across California are fighting for fairness in education and are gathering signatures to place the Equal Educational Opportunity Initiative (EEOI) on the November ballot. If California is to prosper in the next century, our schools must educate all of its children, and our graduates must reflect the diversity of our many communities.

The Equal Educational Opportunity Initiative reads:
***"In order to provide equal opportunity, promote diversity and combat discrimination in public education, the state may consider the economic background, race, sex, ethnicity and national origin of qualified individuals"***

With the recent repeal of affirmative action, deserving and qualified students are unfairly being denied access to successful education programs.

- Governor Wilson is dismantling K-12 education programs that provide our neediest children with the readiness, motivation, and technical skills they need to advance to higher education.
- Governor Wilson is dismantling community college programs that provide counseling, financial assistance, and support services for students who are affected by economic, social, and language disadvantages.
- The number of African-American, Native-American and Latino students admitted and entering the University of California are expected to drop by as much as 50-70% this fall.
- There are no African-American students in the entering class at the UC San Diego and UC Irvine medical schools. There is only one African-American and no Native-American students in the entering class at the UC Berkeley law school.

EEOI would reverse these trends that threaten California's future prosperity. We need affirmative action to level the playing field and increase access to education for all Californians. We need the Equal Educational Opportunity Initiative!

Get involved by contacting us by phone, e-mail or fax and help gather one million signatures for education!

*Co-Author/Chair*
Andrea Guerrero

*Co-Author/Chair*
Adam Murray

*Northern California Coordinator*
Dawn Mann

*Central California Coordiator*
Aimee Durfee

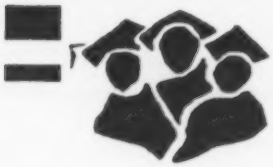
*Southern California Coordinator*
Aman Thind

**MAIN OFFICE**
**Northern California**
P.O. Box 5247
Berkeley, CA 94705
Phone: (510) 601-8405
Fax: (510) 601-8419

**Southern California**
P.O. Box 1718
San Juan Capistrano, CA 92693
Phone: (714) 364-4370

**Central California**
985 N. Van Ness
Fresno, CA 93728
Phone :(209) 237-3736

**EMAIL: EEOI@aol.com WEB: www.hotbed.com**



**STUDENTS FOR EDUCATIONAL OPPORTUNITY**
*proponents of the*

# EQUAL EDUCATIONAL OPPORTUNITY INITIATIVE

"In order to provide equal opportunity, promote diversity and combat discrimination in public education, the state may consider the economic background, race, sex, ethnicity and national origin of qualified individuals"

## FACT SHEET

- First California initiative written and led by students
- The EEOI is a volunteer-run signature gathering drive. The EEOI campaign will teach students state-wide about direct democracy and citizen participation.
- Addresses the educational access crisis in California's public colleges by improving opportunities for students from kindergarten through graduate school. Deserving and qualified students are being denied access to successful education programs.
- EEOI would preserve successful education programs in K-12, two year and four year public education institutions. Governor Wilson is currently trying to dismantle programs such as:
    - *California Academic Partnership Program* (CAPP). CAPP provides middle and high school students with readiness, motivation, and technical skills needed to advance to college. Schools achieve these goals through partnerships with businesses, public educational institutions and community organizations. Since 1984, CAPP has served more than 130,000 K-12 students.
    - *Community College Extended Opportunity Programs and Services* (EOPS). EOPS seeks to increase the rates of matriculation, graduation, academic success and transfer to four-year institutions for students affected by economic, social and language disadvantages. Schools achieve these goals by providing individualized counseling, financial assistance for buying books, and support services for single mothers. In 1996-1997 EOPS served 83,171 students.
- EEOI would address the current educational access crisis in California. The number of African-American, Latino and Native American and students who were admitted and enrolled this past year fell by more than 85 % at some UC graduate and professional schools. The medical schools at UC San Diego and UC Irvine had no African-Americans in their entering classes. UC Berkeley's law school had only one African-American, no Native Americans, and no Filipinos in its entering class.
- EEOI's Signature Gathering Drive is at the forefront of "Electronic Democracy". Petitions can be downloaded from the EEOI web site at www.hotbed.com.


**MAIN OFFICE**
**Northern California**
P.O. Box 5247
Berkeley, CA 94705
Phone: (510) 601-8405
Fax: (510) 601-8419

**Southern California**
P.O. Box 1718
San Juan Capistrano, CA 92693
Phone: (714) 364-4370

**Central California**
985 N. Van Ness
Fresno, CA 93728
Phone :(209) 237-3736

**EMAIL: EEOI@aol.com WEB: www.hotbed.com**

**STUDENTS FOR EDUCATIONAL OPPORTUNITY**
*proponents of the*

# EQUAL EDUCATIONAL OPPORTUNITY INITIATIVE

"In order to provide equal opportunity, promote diversity and combat discrimination in public education, the state may consider the economic background, race, sex, ethnicity and national origin of qualified individuals"

## QUESTIONS & ANSWERS

**1. *What is Students for Educational Opportunity?***

Students for Educational Opportunity (SEO) is a coalition of students from colleges throughout California working to qualify the Equal Educational Opportunity Initiative (EEOI) for the November 1998 ballot. SEO is leading this volunteer signature gathering drive.

**2. *Who wrote the initiative?***

The initiative was written by two UC Berkeley law students, Andrea Guerrero and Adam Murray. They formed Students for Educational Opportunity to coordinate the Equal Educational Opportunity Initiative (EEOI) signature drive. As the first initiative written and first signature gathering drive led by students, participants will learn about direct democracy and voter participation.

**3. *Why are students trying to place EEOI on the ballot?***

With the repeal of affirmative action, deserving and qualified students do not have access to the quality education they deserve. Students know the importance of enrichment programs and classroom diversity in providing a quality education. EEOI addresses the educational access crisis worsened by recent anti-affirmative action measures by improving opportunities for students from kindergarten thru graduate school.

**4. *How will SEO use technology to encourage "electronic democracy"?***

The Equal Educational Opportunity Initiative (EEOI) petition and instruction sheet is available on-line (www.hotbed.com) for students and the general public to download and form local signature gathering groups in their campus and community. SEO signature gathering drive is at the forefront of a new trend using technology to increase active citizen participation in democracy.


**MAIN OFFICE**
**Northern California**
P.O. Box 5247
Berkeley, CA 94705
Phone: (510) 601-8405
Fax: (510) 601-8419

**Southern California**
P.O. Box 1718
San Juan Capistrano, CA 92693
Phone: (714) 364-4370

**Central California**
985 N. Van Ness
Fresno, CA 93728
Phone: (209) 237-3736

**EMAIL: EEOI@aol.com WEB: www.hotbed.com**

*The California Community College Pledge*

***The California Community Colleges are deeply committed to preserving and enhancing the diversity of students, faculty, and staff that is essential to the excellence of our campuses, and serves as a reflection of the diversity of the population of California.***

***As the largest postsecondary institution in the world, the California Community Colleges must serve as a model of equity and access to public education for the nation and the world. In an age of global communities this commitment to diversity is more crucial than ever.***

***In furtherance of our stated purpose, we pledge:***

1. ***To create an environment that fosters success for every community college student by:***
   - A. ***Keeping community colleges affordable and accessible, keeping fees low and pursuing state funding that fills the gap between California and national averages of community college funding.***
   - B. ***Placing the highest priority on the importance of diversity and equity in all community college programs and projects.***
   - C. ***Increasing access through the expansion of outreach to high schools, industry, and the community.***
   - D. ***Expanding of collaborative learning and teaching programs such as EOPS, DSPS, CARE, PUENTE, MESA, middle college, proven to increase the success of all students.***
   - E. ***Integrating multiculturalism across the curriculum and protecting against activities that may create an adverse impact.***
   - F. ***Strengthening educational partnerships through service learning projects with K-12, strengthened learning and transfer centers and intersegmental articulation activities.***
2. ***To create, maintain and expand programs that increase the number of opportunities to hire more diverse staff, particularly into the full-time faculty ranks by:***
   - A. ***Developing a statewide internship system through intersegmental partnerships, utilizing our student population to generate future faculty and staff.***
   - B. ***Pursuing state funding that enables colleges to hire additional full-time faculty.***
3. ***To pursue a visible public awareness campaign regarding the value of diversity and the many ways in which community colleges continue to serve California's growing diversity by:***
   - A. ***Ensuring a high profile for diversity issues within the overall community college publicity campaign.***
   - B. ***Recognizing colleges that are meeting the needs of the diverse communities they serve.***
4. ***To pursue additional resources for increasing faculty and staff diversity and student success through funding of the programs and initiatives that are part of this pledge.***

***The Board of Governors of the California Community Colleges calls on the public of California to help us fulfill the California Community College Pledge. In order to succeed, the faculty, students staff, friends, alumni, and elected officials must work together to fulfill this pledge. Only by working together toward this goal will all the populations of California find their way to the excellence and educational opportunities offered by the California Community Colleges, thereby increasing the economic viability of this state.***

***JLP:cb:H:\pledge***